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ABSTRACT

This report presents results of a comprehensive survey of the Goldsboro (North Carolina) City School System conducted during the 1988-89 school year. The purpose of the survey was to determine long-range planning implications for the areas of organization, facility utilization, facility needs, site development, and media facilities. The report is comprised of a foreword, an introduction, and eight sections. The first section, "Analysis of Pertinent Data," surveys information in the following areas: (1) organization; (2) population projections; (3) finance; and (4) facilities. The second section, "Special Issues," examines such subjects as school sites, handicapped access, preschool programs, building programs, and specialized facilities. The third section, "Community Data," presents demographic and economic information for Wayne County. The fourth section, "School System Data," analyzes information on students and schools in the system. The fifth section, "School Finance Data," summarizes educational revenues and expenditures. The sixth section, "School Facilities Data," reports on the condition and adequacy of school plants in Goldsboro City. The seventh section, "Recommendations," proposes a long-range plan for overall organizational restructuring and improvements in specific schools. The eighth section, "Summary of Recommendations," is a synopsis of the report's proposals. The report includes 48 tables, two graphs, and additional summary data on school facilities. (AF)

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Bob Etheridge, State Superintendent
North Carolina Department of Public Instruction

_____ SCHOOL SURVEY REPORT

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GOLDSBORO CITY -- SCHOOL SURVEY REPORT
1988-89

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FOREWORD

Organizing and conducting educational surveys of local school administrative units is a function and service of the State Department of Public Instruction. Specific responsibility for directing and supervising surveys, including the selection of personnel to assist in all aspects of the studies, is vested in the Department's Division of School Planning.

Comprehensive educational surveys are made by the Department upon official request of county and city boards of education, since it is they who have jurisdiction over the schools in their administrative units. Similarly, implementation of survey recommendations lies within the discretion and judgment of city and county boards. This official liaison between local and state school authorities gives validity to educational surveys and provides stability in their interpretation and implementation.

It is hoped that the findings and the recommendations contained in this report will be informative and constructive. The report should be analyzed carefully in terms of implications for improving school administration, school organization, facilities, and classroom instruction. Good schools are the result of thoughtful planning and forthright decision; this report is designed to stimulate action in achieving both these objectives.

As consideration is given to this report and as plans are developed for its implementation, the Department will be pleased to provide such additional consultative services as may be requested by the superintendent and the board of education.

Bob Etheridge

Bob Etheridge, State Superintendent
Department of Public Instruction

INTRODUCTION

At the request of Mr. Kenneth Brinson, Superintendent of the Goldsboro City Schools and the Goldsboro City Board of Education, the Division of School Planning, North Carolina Department of Public Education, conducted a comprehensive survey of the Goldsboro City School System during the autumn and winter of the 1988-89 school year. The survey was conducted by a four member committee consisting of a superintendent, an assistant superintendent and consultants from the Division of School Planning. In addition to the assessments by the members of the visiting committee, each school in the system was evaluated by an architect and engineer from the Division of School Planning. The results of their evaluations were utilized in preparing this report and are included in the facilities section.

The specific purpose of this survey was to determine the implications for long-range educational planning in Goldsboro City, with special emphasis in the areas of organization, facility utilization, individual facility needs, site development and media facilities. Data used to compile this report were derived from a variety of sources, including (1) the office of the Goldsboro City Superintendent of Schools, (2) the North Carolina Department of Public Education, (3) a variety of state and federal agencies, (4) Goldsboro City Schools principals, and (5) Visiting Committee observations in each school.

The Division of School Planning and the comprehensive survey committee presents this report to the Board of Education as a resource that will hopefully benefit the school system in the further development of long-range plans with regard to enhancing the educational opportunities available to the children of Goldsboro. The Board of Education is encouraged to periodically review its educational plans to ensure that such are relevant in keeping with the trends and practices of modern education programs and meeting the educational needs of the children that it is entrusted to supervise.

Further, the Board of Education and school system administration are encouraged to view this survey as but one resource with planning implications. Where appropriate, modifications to the report are encouraged.

ANALYSIS OF PERTINENT DATA

ANALYSIS OF PERTINENT DATA

In formulating the various aspects of this report, a considerable amount of data from a variety of sources was reviewed and analyzed. To this end, the committee made an indepth study of several prominent areas of operation that have significant implications for the Goldsboro City Board of Education in terms of long-range planning, school system organization and facility utilization.

Organization

The Goldsboro City School System is organized on a K-1, 2-3, 4, 5-6, 7-8, 9-12 plan of organization. Stratified plans of organization such as this were typical of many school systems throughout the nation during the late 1960s and early 1970s as various methods of achieving racial balance in schools were tried. With such a plan, schools serve a limited number of grades (one or two) and cover an extensive geographic area. Nevertheless, there are many disadvantages to using a stratified plan of organization and among them are:

- o Transportation of students away from their communities.
- o Students are not allotted sufficient time in a single school to develop a sense of belonging.
- o The plan does not promote sequencial planning between teachers at various grade levels.

The single advantage of using the stratified plan is that it is very effective in achieving racial and socioeconomic balances within schools. However, as a result of the socio-educational evolution of the Goldsboro City School System, racial balance does not appear to be a pertinent factor in the organization of the administrative unit in that the predominance of students (83 percent) are minorities. In light of this, the transportation of students throughout the city to single or dual grade schools does not appear to be necessary or cost effective. The board of education should realize some savings in transportation cost by organizing the system in a manner that would afford an appreciable number of students the opportunity to walk to school.

As illustrated in the following chart, with the exception of the 9-12 grade configuration in use at Goldsboro High School, the current organizational plan of the Goldsboro City School System fragments the modern elementary and middle school structures and has long since outlived its usefulness.

SCHOOLS IN NORTH CAROLINA BY GOLDSBORO CITY GRADE CONFIGURATIONS

Chart 1

Grades	Number of Schools In N.C.	% of Total Schools in N.C.
K-1	4	.002
2-3	2	.001
4	1	.0005
5-6	6	.003
7-8	35	.018
9-12	211	.11
Sp-Ed	25	.012

The current plan of organization used in the school system provides a functional but not particularly effective model of grade arrangement. Potentially, a stratified plan of organization does not encourage the efficient sequencing of the system's instructional program nor does it afford primary and middle school age children the psychological security that is realized from prolonged exposure to a specific group of caring adults (teachers, principals, secretaries, maids, etc.). With the exception of the educational experience at Goldsboro High School, students in the system remain in the same school for no more than two years. Under the present plan of organization, a student entering kindergarten in Goldsboro would change schools 6 times before graduation.

The configuration of grades within the various schools in the Goldsboro School System are rarely utilized by school systems throughout North Carolina. In addition, research does not recommend a stratified organizational plan as being efficient in delivering an optimal instructional program. Instead, research tends to support school system organization based on the cognitive development of children. The North Carolina Standard Course of Study and the Basic Education Program are developed around this concept, which encourages a specifically designed program for students in the middle grades. National trends indicate that with increasing frequency, school systems are organized, incorporating the middle school concept.

As illustrated in the chart that follows, as boards of education throughout North Carolina seek to improve the method by which educational programs are delivered to the students in their

cities and counties, the middle school concept is becoming more widely accepted and used. The K-5, 6-8, 9-12 organizational structure is increasing significantly faster than any other pattern of grade organization.

CONTEMPORARY SCHOOL ORGANIZATIONAL PATTERNS IN NORTH CAROLINA

Chart 2

Year	Grade Configurations									
	K-3	K-4	K-5	K-6	5-8	6-8	7-8	7-9	9-12	10-12
1981-82	119	89	213	430	23	76	42	142	180	106
1982-83	118	88	240	430	23	88	44	131	187	96
1983-84	115	71	262	424	22	98	47	121	194	86
1984-85	108	51	296	426	22	113	32	119	195	89
1985-86	111	48	300	424	17	118	38	118	204	89
1986-87	102	49	321	410	19	128	34	111	205	81
1987-88	91	46	356	395	18	144	35	102	211	76
+Increase/ -Decrease	-28	-43	+143	-35	-5	+68	-7	-40	+31	-30

It is notable from the chart that while the K-6 plan of organization is still preferred for elementary schools by many boards of education, it has gradually decreased during the 1980's. Meanwhile the number of K-5 schools has increased an impressive 40 percent during the decade.

Also, many boards of education have opted to replace the once dominate 7-9 junior high school plan of grade organization with the more modern and early adolescent responsive middle school concept. With the adoption of the middle school concept by boards of education throughout North Carolina, the 10-12 grade senior high school has in many instances been replaced by 9-12 grade comprehensive high schools.

Historically, boards of education and education practioners have recognized the need to provide distinctly different educational experiences for students enrolled in elementary and secondary schools. However, such distinctiveness has not always been apparent in educational programs developed for early adolescents (children between 10 and 14 years old). Traditionally, students in this age group have been lumped together with younger children to form extended primary schools or rapidly assimilated into secondary education programs through the use of junior high schools. Physiologists and psychologists have long known that the physical and emotional needs of these children are unique from those of other school age populations. During the last half century, educators have come to realize that the educational needs of these students are as unique as their physical and emotional ones. In response to the educational

needs of children between 10 and 14 years old, the middle school concept was introduced and has been readily adopted by many boards of education in North Carolina and throughout the United States.

Research tends to identify many pervasive characteristics of early adolescents which allows them to be effectively served by middle schools. Among these are:

- Their extreme variability
- Dealing physical maturity
- Living under the impact of the onset of puberty
- The need for increased physical activity
- A multitude of superficial interest
- Increase intellectual curiosity
- A need and desire for peer acceptance and approval
- Vacillation between the need for regulation and a demand for independence
- A need for personal attention without regard as to how it is obtained
- A resentment of and resistance to adult authority
- Extreme idealism
- Struggling with turbulent emotions
- Constantly developing, testing and changing perceptions

The middle school is designed to accommodate the educational, physical and emotional needs of the early adolescents. It offers students in this age group transitional educational experiences between elementary and high school. The dominate characteristics of middle schools are:

- o Interdisciplinary team organization
- o Flexible scheduling
- o Multitude of student grouping methods
- o A balanced curriculum including a range of exploratory special interest activities
- o A school-wide guidance program

Traditionally, a middle school program contains at least 3 grades. While no particular grade organization is sacred, the 6-8 grade plan of organization appears most prevalent and is adopted with increasing frequency by boards of education throughout the state.

Pupil Population Projections

Pupil population projections are significant to the degree that they are able to afford to boards of education the advantage of predicting with a reasonable degree of accuracy the educational facilities and programs needed in order to accommodate the future educational goals of their communities. Even though pupil population projections can not be perceived as an "absolute", they are among the best information available to boards of education for long range planning.

The number of live births to residents of the Goldsboro School District has a direct impact on the utilization of educational facilities in the city. The following chart is a summary of the number of births to citizens in the City of Goldsboro and Wayne County between 1977 and 1986.

Chart 3

WAYNE COUNTY/GOLDSBORO CITY BIRTHS

Year	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	10 Year Total
Goldsboro Births	568	619	652	616	618	703	728	690	720	741	6655
Total Wayne County	1706	1664	1673	1707	1574	1656	1625	1588	1584	1628	16405
% Goldsboro	33.2	37.1	38.9	36	39.2	42.4	44.8	43.5	45.4	45.5	40.5

Generally, a comparison between the number of live births in a school district and the number of children who enter first grade six years later can be used to make future population projections. However, because of migation, it is impossible to determine precisely the number of children who will actually enter first grade in the school system.

The chart that follows makes a comparison between the number of births and number of children who enrolled in or are projected to enroll as first graders in the Goldsboro City School System between 1983-84 and 1992-93.

GOLDSBORO CITY SCHOOLS
BIRTH TO FIRST GRADE ENROLLMENT RELATIONSHIP
1983-84 TO 1987-88

Chart 4

Birth Year	Births	School Year	First Grade Enrollment	Percent of Retention
		Actual		
1977	568	1983-84	425	74.8
1978	619	1984-85	407	65.7
1979	652	1985-86	396	60.7
1980	619	1986-87	402	64.9
1981	618	1987-88	377	61.0
		Projected		
1982	703	1988-89	396	56.3
1983	728	1989-90	389	53.4
1984	690	1990-91	380	55.0
1985	720	1991-92	379	52.6
1986	741	1992-93	389	52.4

*Birth years and Births as presented by the N.C. Department of Human Resources in North Carolina Vital Statistics.

Population projections indicate a continuing decrease in first grade enrollment for future years when compared to the number of births. However, the larger numbers of births to city residents between 1982 and 1986 tends to indicate a younger, thus often more stable population which could have an ultimate impact on the actual number of students enrolling in the school system as first graders in the near future.

An analysis of population projects indicates that the membership in the Goldsboro School System has been in state of decline for a number of years. It declined by 4.7 percent, from 4928 in 1983-84 to 4698 students in 1987-88. If projections prove to be correct, membership will decline to 4453 students by 1992-93. The chart below illustrates the number of students who can be expected to be in attendance in the Goldsboro City School System through the end of the 1992-93 school year. The significance of this finding is that it enables the board of education to plan facilities to accommodate students at each grade level.

GOLDSBORO CITY SCHOOLS
LONG RANGE POPULATION PROJECTIONS BY GRADE LEVEL

Chart 5

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
1987-88 ADM	401	377	363	335	344	398	368	347	307	358	377	323	281
Projected ADM 1992-93	376	389	335	337	340	358	325	348	311	344	336	288	247
+Increase/-Decrease	-25	+12	-28	+2	-4	-40	-43	+1	+4	-14	-41	-35	-34

The greatest decline in student membership is projected to occur at the secondary level. This is true on a statewide and national basis and can be directly linked to the dropout rate. Assuming that population projections are accurate, the Goldsboro City School System can expect a 14.6 percent decrease in secondary membership by 1997-98 when compared to the number of students at Goldsboro High School during 1987-88.

Short term (5 years or less) student membership is Goldsboro is not expected to experience a drastic decrease. By 1992-93, the K-5 population is expected to decrease to 2135 students. During the same period of time, the middle grade population is projected to decline to 984 pupils. The 9-12 grade population is expected to decline to 1215 students in 1992-93.

The chart that follows illustrates the short term implications for membership in the individual schools in Goldsboro. The chart assumes that the current plan of organization will continue into the forseeable future.

GOLDSBORO CITY SCHOOLS
CURRENT PLAN OF ORGANIZATION

Chart 6

School	North Drive	Carver Heights	School Street	Dillard	Goldsboro Junior High	Goldsboro High	Total System
Organization	K-1	2-3	4	5-6	7-8	9-12	
ADM 1987-88	778	698	344	766	654	1339	4579
Projected ADM 1992-93	765	672	340	683	659	1215	4327
+Increase/ -Decrease	-13	-26	-4	-83	+5	-124	-252

In analyzing membership trends, it appears that the system's pupil population will decline long-range. The number of pupils enrolled in the system's schools will decrease by 5.3 percent between 1987-88 and 1992-93. The greatest decline is expected to be in grades 9 through 12.

School Finance

Wayne County has experienced considerable growth in fiscal capability during the 15 year period since 1974. In 1986, the county realized 55.6 percent more in local resources than was collected in 1974. Property taxes accounted for 53 percent of the approximately 20 million dollars in local resources available in 1985-86.

The financial resources available to Wayne County in terms of personal and real property directly impact on the local resources available to the Goldsboro Board of Education. The per capita income of Wayne County residents has increased by 87.7 percent since 1958. In 1986, the income for residents of this county was 87.5 percent of the North Carolina average and was greater than that of 57 of the 100 counties in the state.

Based on 1987 property re-valuations, Wayne County has an appraised valuation per student of $134,776. In 1987-88, the county's per pupil tax base ranked 89th among North Carolina counties. When the 1987 property valuations are evaluated in conjunction along with the 8 percent maximum bonding capacity as prescribed by law, Wayne County has a maximum bonding capacity of $193,215,075. The county's present bonded indebtedness is $9,650,000. In addition, an 18 million dollar bond referendum for school construction was passed by county voters in September

of 1988. The Goldsboro City Schools will realize 4.7 million dollars for capital improvements as a result of this bond issue.

The percent of local resources allocated to the public schools in Wayne County has ranged from a high of 58.08 percent in 1984 to a low of 25.83 percent in 1974. In 1985-86, 42.08 percent of the $ 20,111,425 of local resources available were allocated to the public schools. The 1985-86 local per pupil allocation in Wayne County was 85.3 percent of the average per pupil allocation for the 6 surrounding counties and 63.6 percent of the North Carolina average.

Since the early 1980's, Goldsboro City has spent less local money per pupil than the average administrative unit in North Carolina. To illustrate, in 1983-84, Goldsboro had a local current expense expenditure of $604.89, exceeding the state average by 4.2 percent. The average local expenditure per pupil decreased from 88.7 percent of the state average in 1984-85 to 71.9 percent of the state average by 1985-86. In 1986-87, the local expenditure per pupil for current expense in Goldsboro City had decreased further to 69.2 percent of the state average. However, as local expenditures per pupil for current expense has decreased, the allocation from state and federal sources has tended to increase. In 1986-87, the total per pupil expenditure (from all sources) for current expense in the system exceeded the state average by 1.7 percent.

In 1986-87, Goldsboro City spent less per pupil for current expense from local funds than did 7 of the adjacent administrative units. Only Wayne County and Duplin County spent less per pupil for local current expense. The average expenditure for surrounding school systems ranged from a high of $838.69 in Clinton City to a low of $414.66 in Wayne County. The nine area school systems averaged $551.83 for local expenditure per pupil or 6.5 percent more than Goldsboro.

Goldsboro City commands substantially well maintained facilities. This can be attributed to an efficient plant maintenance and operation program that stimulates a comfortable, safe and asthetically pleasing environment which has a direct impact on the instructional program. In 1986-87, the system's expenditure of $187.45 per pupil for operation of plant exceeded the average for North Carolina by 10.4 percent. The unit spent $61.76 per pupil for maintenance of plant or 71.3 percent of the state average.

The Goldsboro City Board of Education has made noteworthy progress in providing educational facilities that will serve the school system well into the next century. All old buildings have been discontinued in service while additional acreage has been purchased and some building and renovations completed. In addition, a variety of projects are planned in order to sustain the development of the school system. Since 1982, Goldsboro City has spent approximately $2,841,534 for capital improvements to the schools in the system.

The Wayne County Board of County Commissioners are responsible by law for the allocation and distribution of local resources for the operation of the public schools within the county. The board of education is to be commended for its efforts in establishing an effective dialogue with the commissioners in seeking the funding needed for capital improvements. Following are several sources of revenue available to the board of education for the funding of long range capital projects.

- The 1983 one-half cent sales tax - Annually, 40 percent of the county commissioner's share of this revenue source may be allocated to the public schools for capital outlay.

- The 1983 one-half cent local sales tax - Legislative action mandates that 60 percent of the county commissioner's share of the income generated from this revenue source may be reserved for capital outlay.

- Ad Valorem Taxes - This funding source generally varies from year to year. It accounted for 53 percent of total resources available to Wayne County in 1986-87.

- Capital Building Fund - Established as a result of House Bill 1155, this fund distributes monies to counties for public school capital outlay purposes. Funds are allocated to counties on an average daily membership basis and at a ratio of three dollars from states funds to one dollar from local resources.

- Local Funds Formerly Used for Clerical Positions and Vocational Programs - These programs and positions are now partially funded by the state at an average rate of 70 percent. By legislative mandate, local funds that would have otherwise been used to fund these programs and personnel may be used for school construction. Priority is to be given to the facility needs resulting from implementation of the Basic Education Program.

- In September of 1988, the citizens of Wayne County passed an 18 million dollar bond referendum for school construction. The Goldsboro City Board of Education will receive approximately 4.7 million dollars.

Facilities

Historically, the Goldsboro City Board of Education, the administrative staff and the citizens of Goldsboro have been committed to providing excellent educational facilities for their children. The construction of Goldsboro High School, which has served the educational needs of children in Goldsboro for 61 years, is a testament to this commitment; a commitment which continues to the present day.

Thirty-one percent of the school facilities in Goldsboro have been evaluated to be category I buildings. These include the 1974 classroom building at Edgewood Community Development Center, the 1972 vocational building at Goldsboro High School, the 1984 ROTC building at Goldsboro High School and the 1986 Cultural Arts/Athletic building at Goldsboro High School and all of North Drive Elementary School. An analysis of the school buildings currently used in Goldsboro reveals that fifty percent are of good construction and suited for long-term use. Forty-two percent of all teaching stations can be used long range. The following chart shows the number of buildings and teaching stations as rated in different building categories. The percentage each one is of the total in each category is also displayed.

GOLDSBORO CITY SCHOOLS
NUMBER OF BUILDINGS AND TEACHING STATIONS
IN EACH BUILDING CATEGORY

Chart 7

Building Category	I	II	III	IV	V
Number of Buildings	5	3	7	0	1
Percent of Total Buildings	31	19	44	0	6
Number of Teaching Stations	51	55	141	0	2
Percent of Total Teaching Stations	20	22	57	0	1

*Refer to the school facilities section of the survey for an explanation of each building category.

While the majority of the buildings and a significant number of the teaching stations in Goldsboro City are category II or better and condusive to a modern educational program, a number of structures are category III which likely indicates some limit to life expectancy as well as an anticipation of renovation and remodeling costs. By upgrading such facilities on a planned basis, the board of education has an opportunity to continue to display its commitment to provide educational facilities and house the children of Goldsboro in buildings that can comply with the needs of modern educational programs.

As with the demonstrated "commitment" to sound buildings, the board of education has recognized the need to provide accessibility to school facilities for the children and citizens of Goldsboro. Of the 16 buildings currently available in the administrative unit, 9 are fully accessible to handicapped individuals, while 5 are partially accessible. All of School Street Elementary, North Drive Elementary and the Edgewood Community Development are fully accessible to handicapped persons.

While the number of buildings in the school system that are fully accessible to the handicapped is significant, they represent only 32 percent of the total teaching stations available. Handicap accessibility is not evident at Carver Heights Elementary School and the 1956/63 building on the Goldsboro Junior High School campus. Only the lower levels of Dillard Middle School and the 1927 building of Goldsboro High School have appropriate handicap access. All these schools are substantial structures and will play a significant role in the long range

facilities program of the school system. Since 44 percent of the buildings and thus 68 percent of the teaching stations are not generally accessible to handicapped individuals, the board of education has an opportunity to demonstrate a continuing commitment to making the educational facilities of Goldsboro totally accessible to all citizens regardless of physical condition.

While 94 percent of the buildings and 99 percent of the teaching stations in Goldsboro City were classified by a registered architect and engineer from the Division of School Planning as Category I, II or III structures, only one building located on the Goldsboro Junior High School campus was rated as needing immediate replacement. In addition to this building, 7 mobile units containing 11 teaching stations are currently used in the school system. Four of the mobile units containing 8 teaching stations and the Category V building are located on the Goldsboro Junior High School campus. The board of education has instituted a program to replace these units as part of the system's long range facilities plan.

While the quality of buildings in Goldsboro are most important in determining the long range facilities available to the school system, the manner in which the buildings are utilized are of equal importance. The chart that follows displays the educational facilities in the system in regard to building capacity and the degree of utilization when compared to current membership. Building utilization is significant in that it relates directly to cost efficiency.

Elementary schools are considered to be cost efficient to the degree that their utilization exceeds 90 percent of capacity while the efficiency rating of secondary schools are based on the a utilization of 85 percent of capacity or better. The capacity of the schools in Goldsboro as in all other schools throughout the state were calculated using a pupil-classroom ratio of 22:1 in grades K-8 and 20:1 in grades 9-12.

BUILDING CAPACITY AND UTILIZATION FOR GOLDSBORO CITY SCHOOLS, DECEMBER 1988

Chart 8

School	Organization	ADM	Capacity	Teaching Stations	Classroom Building Class I/II	Classroom Building Class III/IV	Utilization
North Drive Elementary	K-1	788	814	37	37	--	96.8
Carver Heights Elementary	2-3	711	792	36	36	--	89.7
School Street Elementary	4	329	374	17	--	17	87.9
Dillard Middle	5-6	733	880	40	--	40	83.2
Goldsboro Jr. High*	7-8	692	682	31	29	--	101.4
Goldsboro High	9-12	1222	1440	72	29	43	84.8
Edgewood Community Development Center	Special	101	352*	16	4	12	--

*Capacity of Goldsboro Junior High School does not include the addition, which will result in a capacity of 968 and utilization rate of 71.4%, (Based on current ADM).

As is illustrated in the chart above, 36 percent or 90 of the teaching stations in the system are used to house students in grades K-4, at an average utilization rate of 92.3 percent. North Drive Elementary is efficiently utilized at a rate 96.8 while Carver Heights and School Street are utilized at considerable lower rates.

The number of students currently housed at both North Drive and Carver Heights slightly exceed the 700 that is recommended as a maximum size student body for an elementary school. The student body at School Street is less than the the minimum size of 450 that is recommended by the N.C. Department of Public Education.

Teaching stations serving grades 5-8 represent 28.5 percent of the total teaching stations in Goldsboro. These instructional areas are utilized at an average rate of 90.6 percent when only permanent facilities are considered. However, they are utilized significantly less at 81.9 when the 4 mobile units at Goldsboro Junior High School are considered. With the addition of 13 new classrooms at the Junior High School, its capacity will increase to 968 (which exceeds the maximum number of students recommended for middle schools). If this school is to continue to serve the number of students that it currently serves the utilization rate for grades 5-8 will further decrease to 77.1 percent.

Teaching stations serving grades 9-12 represent 28.9 percent of the school system's capacity. They are currently utilized at a rate of 84.8 percent.

Most of the schools in Goldsboro have the specialized instructional and/or multipurpose areas that will allow for adequate implementation of the North Carolina Basic Education Program. For a detail analysis of the spaces available to support the Basic Education Program, consult the facilities section of this report p. 108 - 149.

SPECIAL ISSUES

Special Issues

In developing this report, a number of special issues were examined by the committee. These issues and their implications in regard to long-range planning are discussed at length below.

School Sites

While the actual buildings are the key components in the delivery of educational programs, the school site is of upmost importance in providing spaces for natural learning laboratories, outdoor physical education activities, parking, etc. The following chart displays the size of the various school sites in Goldsboro City in relationship to those recommended by the North Carolina Facilities Standards. Forty-three percent of the sites in the system contain acreage close to or exceeding that which is recommended with the most notable examples being School Street with a site that is 47 percent more than is recommended and North Drive Elementary with a site that is 50 percent more than is recommended. At the opposite extreme is Goldsboro High School with a site that is 30 percent adequate.

SCHOOLS AND SCHOOL SITES FOR GOLDSBORO CITY SCHOOLS, DECEMBER, 1988

School	Grades	No Acres	Recommended (Acres)	Difference (Acres)	Percent Adequate
North Drive Elementary	K-1	27.13	18	+9.13	150
Carver Heights Elementary	2-3	7.4	18	-10.6	41
School Street Elementary	4	20.6	14	+6.6	147
Dillard Middle	5-6	22.36	23	-.64	97.2
Goldsboro Jr. High	7-8	15.4	27	-11.6	57
Goldsboro High	9-12	13.33	44	-30.67	30
Edgewood Community Development Center	Sp. Ed.	4.20	13.5	-9.3	31

A significant 57 percent of the school sites in Goldsboro City are inadequate in size. In addition, the Goldsboro High School and the Goldsboro Junior High sites are crowded with buildings and athletic fields. The board of education is encouraged to plan long range to continue to expand school sites to the optimal size where possible. However, It is recognized that vacant or available land is generally scarce in urban areas such as Goldsboro, and in many instances the purchase of that which is available is prohibited because of cost. Nevertheless, the expansion of school sites is desirable and would be a worth while goal for the board of education.

The Board of Education should institute site development plans for Goldsboro High School, Goldsboro Junior High School and Dillard Middle School. As additional buildings are planned for the high school, an effort should be made to locate them in the voids that currently exist between buildings on the campus. This will result in a more compact plan and conserve already limited acreage.

The football stadium on the high school site and the baseball field on the junior high campus occupy valuable real estate that is rarely utilized and greatly restricts available acreage. However, the board of education have instituted plans to relocate the stadium on a site adjacent to Goldsboro Junior High School, between Herman Street and Lionel Street. When feasible the baseball field should be removed from the junior high school campus.

During the committee visit to Dillard Middle School, it was obvious that there is a drainage problem on this campus. Provisions for correcting this problem should be addressed in the system's long-range site development plan.

Handicapped Accessibility

Section 504 of the Rehabilitation Act of 1973 requires that all buildings used to serve the public be accessible to individuals who are physically handicapped. Three schools in the system, School Street, North Drive and Edgewood Community Development Center are fully accessible, as are all the new buildings on the Goldsboro High School campus. The board of education is to be commended for this effort and is encouraged to continue to bring all buildings in the system with long range implications into compliance.

Pre School Program

For many years, there has been growing support nationwide to provide public supported educational programs for children between the ages of 3 and 4 years old. The establishment of the kindergarten programs in most states and pre-kindergarten programs in many states is a testament to such support. Research supports the proposition that there is a direct correlation between positive experiences early in life and personal success, happiness and positive contributions to society later.

Presently, there are a number of school systems in North Carolina that provide pre-kindergarten programs for 4 years. The establishment of this type program would be a worthwhile goal for the board of education to consider in long-range planning.

Comprehensive Building Program

The board of education has performed in an exemplary fashion in projecting the long range facility needs of the school system as evidenced by the minutes from the October 4, 1988, Board of Education meeting at which a comprehensive building program for the administrative was adopted.

In preparing this report for the board's consideration, the various aspects of the plan were reviewed and evaluated with emphasis directed toward membership trends and the school system's current plan of organization. In addition, consideration was given to the understanding that the board of education has the option to adopt a different organizational plan.

The two aspects of the plan that were reviewed extensively included:

- o The planned use of the addition at Goldsboro Junior High
- o The centralized media center for Goldsboro High School and Goldsboro Junior High.

An analysis of the two projects follows:

The Goldsboro Junior High School Addition

Goldsboro Junior High School currently has the capacity to accommodate 682 students. The addition that is planned for the school will increase its capacity to 968 pupils. Assuming that the addition to the school will be completed by the 1992-93 school year at the latest, a comparison was made between current capacity to 1992-93 membership and 1992-93 capacity to membership.

As illustrated in the chart that follows, a variety of grade arrangements were considered in developing this comparison. It should be noted that the 6-8 and 5-8 projected membership represents only 50 percent of the students in these grades. The other 50 percent would be assigned to another middle school in the system.

GOLDSBORO JUNIOR HIGH SCHOOL
UTILIZATION POTENTIAL BASED ON
VARIOUS GRADE CONFIGURATIONS

Grade Organization	School Capacity		Projected Membership 1992-93	Utilization	
	1988-89	1992-93		1988-89	1992-93
7-8	682	968	659	97%	68%
7-9	682	968	1003	147%	104%
* 6-8	682	968	492	72.1%	50.8%
* 5-8	682	968	671	98.3%	69.3%

* Assumes that only 50 percent of the students in the system in this grade organization would be assigned to this school.

As presented in the chart, the added capacity at Goldsboro Junior High School will effectively serve to decrease the degree of utilization with the assignment of any grade organization except the 7-9. However, if the 9th grade is moved from the high school, those facilities would be utilized at a rate of 60.4 percent (based on 1992-93 projected enrollment in grades 10-12). It can be seen from this illustration that all potential middle/junior high school grade organizations except the 7-9 can effectively utilize the schools current facilities. However,

this school has a need for a more adequate media center, appropriate resource rooms and specialized instructional spaces. In this regard, the Goldsboro City Board of Education is encouraged to give consideration to including a new modern media center as well as the appropriate specialized instructional areas in the new building on the Goldsboro Junior High campus.

Centralized Media Center For Goldsboro High and Junior High School

In July of 1988, the Division of School Planning presented a special report to the Goldsboro City Board of Education recommending the long range development of media center facilities on both the high school campus and junior high campus. However, as part of this report, the committee re-examined the feasibility of locating a centralized media center on a site between Goldsboro High School and Goldsboro Junior High.

Based on the capacity of Goldsboro High School and the anticipated capacity of Goldsboro Junior High School, a media facility designed to accommodate students attending both schools will require a minimum of 13,958 square feet (reading, support, circulation area). In addition, a developed site of approximately 1.6 acres will be required.

A completely new media center constructed on the high school site will require a minimum of 9,312 square feet (reading, support, circulation areas). However, since this site already has adequate parking areas, driveways etc., a minimum amount of additional site development will be necessary.

A new media center constructed on the junior high school campus should be a minimum of 6,806 square feet (reading, support, circulation areas, etc). Because this is a developed site, limited additional development would be needed.

In terms of cost, it is estimated that approximately $837,480 will be required for the construction of a centralized media center. A new facility on the junior high campus will require an estimated $408,360, while a similar facility on the high school campus will cost $558,720. The construction of a completely new media center at the high school and one at the junior high school cost approximately $129,600 more than a single facility serving both schools.

However, the media center at the high school is adjacent to an open courtyard. If this facility is enlarged by expanding into this vacant space and claiming the area that was originally designed as a suite for the dean of students, a total of 2,877 square feet will be needed as opposed to the 9,312 square feet that is required for a completely new media center on this site. By renovating and expanding the current media center, the board of education could realize an estimated savings of $386,100 over new construction cost.

Savings of additional square footage and thus cost can be realized at the junior high school as a result of utilizing, as part of a new media center, the 1,500 square feet that is planned in the new addition to house drama and dance. A new media center at this school should be 6,806 square feet. As a result of utilizing the 1,500 square feet dance and drama area, the net additional square footage needed for this media center will be 5,306 square feet.

As a result of using this approach, an additional $90,000 can be saved on the construction of a new media center on this site. The area that is currently used as a media center can be renovated to house the drama and dance programs.

This method of renovating and utilizing existing and planned space in providing new media centers for the junior high school and high school will save the board of education an estimated $361,380 over the construction cost of a centralized media center. In addition, it should result in a savings of an estimated $490,980 over the cost of providing completely new facilities on each campus.

As illustrated by the charts that follow, the media center at neither school can sufficiently support the instructional program and are considerably smaller than is recommended for the implementation of an effective media program.

MEDIA CENTER
GOLDSBORO HIGH SCHOOL

Reading Area	Support Area	Stack Area I	Stack Area II	Recommended Reading Area	Recommended Support Area
2880	849	1932	1900	5760	2000

According to property accounting records on file with the Division of School Planning the main reading area in the media center of Goldsboro High School contains 50 percent of the space needed to accommodate the school's capacity. This media center contains 2 satellite areas on the second floor that are used primarily to house a part of the book collection. These areas contain a total of 3832 square feet, but functions very marginally as part of the total media program. The media support area is 42 percent adequate.

MEDIA CENTER
GOLDSBORO JUNIOR HIGH SCHOOL

Present

	Reading Area	Support Area	Recommended Reading Area	Recommended Support Area	% Adequate Reading Area	% Adequate Support Area
Based on Capacity of 682	1596	254	2728	1800	58.5	14.1
Based on Capacity of 968	1596	254	3872	1800	41.2	14.1

The media center at Goldsboro Junior High School currently contains 58.5 percent of the space recommended to accommodate the school's capacity. The increased capacity of the school will further decrease its adequacy rating to 41.2 percent. The media support area is grossly inadequate at 14.1 percent. In addition, the media center's location on the second floor further reduces its effectiveness and accessibility.

In assessing the feasibility of locating a centralized media center between the junior high school and the high school, an extensive amount of data was reviewed in reference to media center facilities and media programs. While no direct evidence was found in the research in support of or against the concept of a dual media program (serving students at two different development levels), it did emphasize the need to include the media center as an integral part

of each school's instructional program. Other significant points stressed in the literature included:

- the media center be immediately accessible to users.
- the media center must be conviently located.
- the media center must include modern technology.
- the media center must be available to students as well as the community beyond regular school hours.
- the media center must provide for a variety of learning activity areas to accommodate a variety of learning styles.
- the media center must provide for effective utilization of learning psychology.

While a centralized media center would offer some advantages from an economic perspective, current educational trends and practices are contrary to its educational soundness. The following are cited as advantages of a centralized media center:

- cross referencing of books
- sharing of equipment, films, software, furniture, etc.
- reduction of personnel
- ease of security

The following are cited as disadvantages of a centralized media center:

- if the media center is to be an integral part of the instructional program, it must be designed, organized and equipped to accommodate students at specific developmental levels. The educational needs of early adolescent (middle school students) are not necessarily the same as the needs of the middle or late adolescent (high school students).

- o accessibility for students and staff would be difficult during inclement weather.
- o extensive planning and scheduling would be essential for student and faculty use of the facilities.
- o students would have to cross a major throughfare in order to access the facilities from the high school.
- o facilities that are not conviently located generally are not efficiently utilized.
- o available acreage would not be utilized as efficiently as it could with expansion of the high school facility and construction of a new junior high media center.

Current educational trends, practices, programs learning psychology and sound educational planning dictates the need to provide media facilities appropriate to the developmental level of the students who will use them. The board of education is encouraged to plan long range to provide separate, modern media center facilities at Goldsboro High School and Goldsboro Junior High School in that such facilities will have implications relative to future program effectiveness and flexibility.

COMMUNITY: GENERAL ANALYSIS - CHARTS

A GENERAL ANALYSIS

Community

The total population of Wayne County increased in size by approximately 32,787 persons bewteen 1960 and 1980. In 1960, the county had a population of 82,059 citizens. By 1980, the population increased by 15.5 percent to 97,054.

Most of the growth experienced by the county occurred between 1970 and 1980. The rate of growth during this time period was 12 percent which is three times the growth rate during the decade between 1960 and 1970. Population projections indicate that the county as a whole will experience a limited amount of growth during the 1980's increasing by approximately 564 residents between 1980 and 1990. The county's total population was 97,410 in 1986.

Most of the population increase in Wayne County between 1960 and 1980 occurred outside the municipal boundaries of the City of Goldsboro. In 1960, the population of Goldsboro was 28,873 It decreased to 26,960 in 1970; however, it increased again to 31,871 by 1980. By 1980, 32.8 percent of the residents of Wayne County lived in the city of Goldsboro.

While the total population in Wayne County increased between 1960 and 1980, the reverse trend was true for individuals in the 0-19 age category. In 1960, the 0-19 year old population was 35,701. By 1980, it had decreased to 33,416. This age group is projected to decrease further to 29,287 by 1990. According to the 1980 census, 5,637 children between the ages of 0 and 19 lived within the municipal boundaries of Goldsboro.

As in many counties in North Carolina, agricultural employment continues to play a deminishing role in the total economic activity of Wayne County. The county's two major crops are tobacco and corn. In 1982, less than 5 percent of the county's total civilian labor force was employed in an agriculture related enterprise. By 1986, the percentage of the population employed in this area had declined to less than 4 percent. In 1986, 19.2 percent of the civilian labor force in Wayne County was employed by an agency of the local, state or federal government. This represents a minor decrease from 1982 when 20.9 percent of the civilian labor force was employed by a form of government which continues to be the county's major employer. The county's next major employer is the apparel industry which employed 3.2 percent of the total civilian labor force in 1986. In 1982, 4.6 percent of all workers were employed by the apparel industry. Other major employers in the county include the food, construction and service industries generally balancing the county's economic base. In 1986, Wayne County's unemployment rate was 6.1 percent.

Compared to the total civilian labor force, a small percentage of Wayne County residents commute out of the county to work on a daily basis. When the last census of population was conducted in 1980, only 11.8 percent of all workers commuted to work outside of the county. The number of individuals commuting into Wayne County to work in 1980 exceeded the number of commuters leaving the county for work purposes; a result which produced more workers than indicated by the resident work force.

Within the state, commuters traveled to Wayne County from as far away as Wilkes County while out of state commuters came from as far away as Nebraska.

The level of poverty in an area should always be of concern to residents and nonresidents alike. Of the more than 25,000 families who lived in Wayne County in 1980, 14.6 percent lived below the poverty level. In 55 percent of these families, the head of the household worked. Forty-seven percent were headed by females and 74 percent included children under 18 years old. The average family size was less than 4 individuals. Twenty-eight percent received income from social security and 35 percent received income from public assistance. Only 18.9 percent were headed by individuals over 65. An analysis of 6 counties surrounding Wayne reveals that all have a higher percentage of families whose incomes fall below the poverty level. Nevertheless, Wayne's poverty level exceeds the North Carolina average by 3 percentage points.

In 1980, 22.62 percent of this county's children lived in poverty compared to 16 percent nationally. Approximately 1.2 percent of all 10-15 year olds were classified as juvenile offenders, while the state average was 7.9 percent and the national average was 13.9 percent. Also, in 1980 the percent of 16-19 year olds in Wayne County who were not high school graduates was lower than the state or national average.

In ascertaining the wealth of a county, there are several indicators that are utilized. These include per-capita income, per-capita retail sales and per-pupil property valuation. In 1986, Wayne County's per-capita income of $10,882 dollars was 87.4 percent of the

North Carolina average for that year. However, it was 8.2 percent higher than the average per capita income for the six adjacent counties.

In 1986, Wayne County's per-capita retail sales was 87 percent of the state average. The only adjoining counties with higher retail sales were Wilson and Lenoir. The charts that follow are intended to enhance the information contained in this general analysis of the Goldsboro City/Wayne County community. They can be used as a reference point for additional study.

TABLE 1

COMPARATIVE GROWTH FOR WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA

COUNTY	1950	1960	1970	% CHANGE FROM 1960	1980	% CHANGE FROM 1970	1990*	% CHANGE FROM 1980
Wayne	64,267	82,059	85,408	+ 4.1	97,054	+13.6	97,618	+ .6
Duplin	41,074	40,270	38,015	- 5.6	40,952	+ 7.7	42,142	+ 2.9
Greene	18,024	16,741	14,967	-10.6	16,117	+ 7.7	16,878	+ 4.7
Johnston	65,906	62,936	61,737	- 1.9	70,599	+14.4	83,030	+17.6
Lenoir	45,953	55,276	55,204	- .1	59,819	+ 8.4	60,453	+ 1.1
Sampson	49,780	48,013	44,954	- 6.4	49,687	+10.5	50,720	+ 2.1
Wilson	54,506	57,716	57,486	- .4	63,132	+ 9.8	65,465	+ 3.7
North Carolina	4,061,929	4,556,155	5,084,411	+11.6	5,881,766	+15.7	6,617,939	+12.5

*Projection: N.C. State Data Center, Office of State Budget and Management.

Source: U.S. Department of Commerce, Bureau of the Census, North Carolina General Population Characteristics.

TABLE 2

POPULATION BY AGE FOR WAYNE COUNTY

AGE GROUP	1960	1970	DIFFERENCE (+ or -) 1960-1970	1980	DIFFERENCE (+ or -) 1970-1980	1990*	DIFFERENCE (+ or -) 1980-1990
0-4	10,602	7,393	-3,209	7,852	+ 459	7,158	- 694
5-9	9,535	9,375	- 160	7,854	- 1,521	6,720	-1,134
10-14	8,742	9,772	+1,030	7,924	- 1,848	7,760	- 164
15-19	6,822	8,489	+1,667	9,786	+ 1,297	7,649	-2,137
Total 0-19	35,701	35,029	- 672	33,416	- 1,613	29,287	-4,129
20-24	6,226	8,184	+1,958	10,230	+ 2,046	7,818	-2,412
25-29	5,984	5,896	- 88	8,595	+ 2,699	8,790	+ 195
30-34	5,805	5,393	- 412	7,376	+ 1,983	8,712	+1,336
35-39	5,732	5,378	- 354	5,855	+ 477	7,711	+1,856
40-44	4,883	4,843	- 40	5,371	+ 528	6,818	+1,447
45-49	4,326	4,645	+ 319	4,950	+ 305	5,070	+ 120
50-54	3,571	3,895	+ 324	4,739	+ 844	4,953	+ 214
55-59	2,867	3,459	+ 592	4,485	+ 1,026	4,532	+ 47
60-64	2,265	2,871	+ 606	3,676	+ 805	4,207	+ 531
65-69	1,920	2,268	+ 348	3,198	+ 930	3,858	+ 660
70-74	1,373	1,619	+ 246	2,257	+ 638	2,749	+ 492
75-79	793	1,001	+ 208	1,487	+ 486	2,031	+ 544
80-84	400	570	+ 170	821	+ 251	1,152	+ 331
85 and over	213	357	+ 144	598	+ 241	880	+ 282
TOTAL	82,059	85,408	+3,349	97,054	+11,646	98,568	+1,514

*Projection: N.C. State Data Center, Office of State Budget and Management.

Source: U.S. Department of Commerce, Bureau of the Census, North Carolina General Population Characteristics.

TABLE 3

BIRTHS FOR WAYNE COUNTY

YEAR	BIRTHS*	% CHANGE FROM PREVIOUS YEAR
1968	1,701	--
1969	1,564	- 8.1
1970	1,781	+13.9
1971	1,800	+ 1.1
1972	1,699	- 5.6
1973	1,625	- 4.4
1974	1,640	+ .9
1975	1,655	+ .9
1976	1,622	- 2.0
1977	1,706	+ 5.2
1978	1,664	- 2.5
1979	1,673	+ .5
1980	1,707	+ 2.0
1981	1,574	- 7.8
1982	1,656	+ 5.2
1983	1,625	- 1.9
1984	1,588	- 2.3
1985	1,584	- .3
1986	1,628	+ 2.8
1987	1,554	- 4.5

*Births are from October 16 of previous year to October 15 of the year cited, thus corresponding with the dates for school attendance.

Source: N.C. Department of Human Resources, Division of Health Services, Public Health Statistics Branch.

TABLE 4

POPULATION INCREASE OR DECREASE BY MINOR CIVIL SUBDIVISION FOR WAYNE COUNTY

COUNTY AND MINOR CIVIL SUBDIVISION	1960	1970	PERCENT CHANGE (1960-1970)	1980	PERCENT CHANGE (1970-1980)
Brogden Township	10,250	13,442	+31.1	18,005	+ 34.0
Brogden	--	--	--	2,988	--
Mar-Mac	--	--	--	3,366	--
Mount Olive Town	4,644	4,872	+ 4.9	4,869	- .1
Buck Swamp Township	--	--	--	2,108	--
Fork Township	6,563	6,578	+ .2	6,795	+ 3.3
Rosewood (pt.)	--	--	--	3,896	--
Goldsboro Township	32,443	29,822	- 8.1	26,778	- 10.2
Goldsboro City (pt.)	27,691	25,779	- 6.9	22,361	- 13.3
Goldsboro Northwest	--	--	--	1,397	--
Rosewood (pt.)	--	--	--	107	--
South Goldsboro	--	2,094	--	2,531	+ 20.9
Grantham Township	3,378	2,872	-15.0	3,086	+ 7.5
Great Swamp Township	1,592	1,286	-19.2	1,239	- 3.7
Indian Springs Township	2,625	2,242	-14.6	3,552	+ 58.4
Seven Springs Town	207	188	- 9.2	166	- 11.7
Nahunta Township	4,509	3,944	-12.5	3,844	- 2.5
Eureka Town	246	263	+ 6.9	303	+ 15.2
Fremont Town	1,609	1,596	- .8	1,736	+ 8.8
New Hope Township	12,039	14,994	+24.5	19,293	+ 28.7
Elroy	--	--	--	4,073	--
Goldsboro City (pt.)	1,182	1,163	- 1.6	9,252	+695.5
New Hope (pt.)	--	--	--	3,261	--
Walnut Creek Village	--	--	--	343	--
Pikeville Township	--	--	--	1,771	--
Pikeville Town	525	580	+10.5	662	+ 14.1
Saulston Township	2,111	1,858	-12.0	2,659	+ 43.1
Stony Creek Township	3,227	5,166	-12.0	7,924	+ 53.4
Goldsboro City (pt.)	--	18	--	258	+133.3
New Hope (pt.)	--	--	--	3,424	--
TOTAL	82,059	85,408	+ 4.1	97,054	+ 13.6

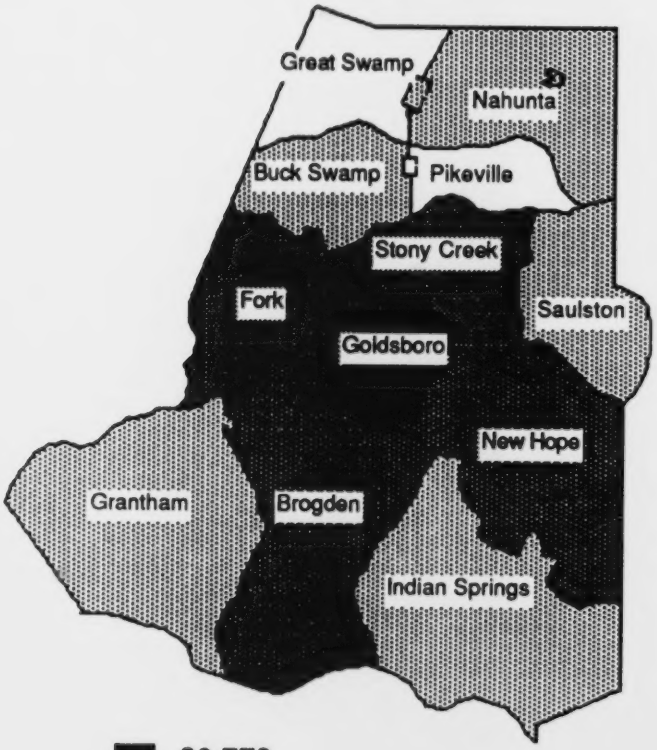
Note: Walnut Creek Village was incorporated (1970 population: 81). Annexations were made by Goldsboro City and Mount Olive, Eureka, and Fremont towns. Part of Buck Swamp Township, including the balance of Pikeville Town (1970 population: 320), was transferred to Pikeville Township. Dudley Town became inactive and was not returned separately due to a lack of boundary information.

Source: U.S. Department of Commerce, Bureau of the Census, North Carolina General Population Characteristics.

MAP 1

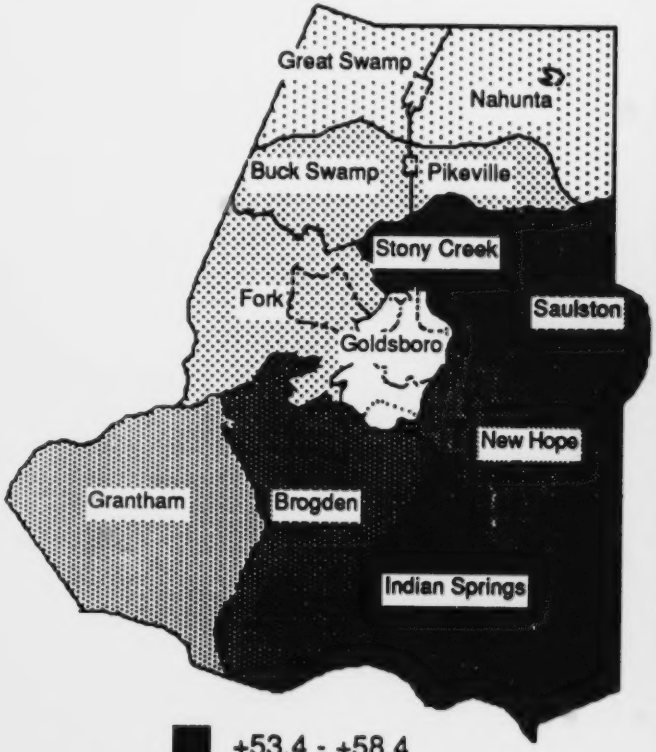
POPULATION OF TOWNSHIPS FOR WAYNE COUNTY

Density 1980



- 26,778
- 18,005-19,293
- 6,795-7,924
- 2,108-3,844
- 1,239-1,771

Percent Change (1970-80)



- +53.4 - +58.4
- +34.0 - +43.1
- +28.7
- +7.5
- 0 - +3.3
- -3.7 - -2.5
- -10.2

TABLE 5

ANNUAL AVERAGE LABOR FORCE ESTIMATES FOR WAYNE COUNTY, 1982 THROUGH 1986

	1982	1983	1984	1985	1986
Civilian Labor Force	39,550	39,500	41,010	41,860	41,820
Unemployment, Total	3,800	4,070	3,090	2,550	2,540
Rate of Unemployment	9.6	10.3	7.5	6.1	6.1
Employment, Total	35,750	35,430	37,920	39,310	39,280
Agricultural Employment	1,950	1,820	1,860	1,730	1,610
Nonag. Wage & Salary Employ.	28,520	28,060	33,390	34,860	35,000
All Other Nonag. Employment[1]	5,280	5,550	2,670	2,720	2,670
INDUSTRY EMPLOYMENT BY PLACE OF WORK					
Manufacturing	8,670	8,740	8,860	8,460	8,300
Food	1,220	1,210	1,180	1,190	1,290
Textiles	1,190	1,120	1,130	910	890
Apparel	1,830	1,550	1,400	1,320	1,380
Lumber & Wood	570	710	700	710	690
Furniture	980	1,000	1,110	1,090	950
Printing	150	150	160	170	190
Metals, Prim. & Fab.	380	470	470	410	400
Elec. Machinery	690	730	800	790	750
Other Manufacturing[2]	1,660	1,800	1,910	1,870	1,760
Nonmanufacturing	22,960	23,530	24,630	26,040	26,590
Construction	1,970	1,970	2,370	2,460	2,540
Trans., Comm., & P. Util.	1,120	1,130	1,120	1,170	1,170
Trade	6,850	7,280	7,730	8,410	8,440
Fin., Ins., & Real Estate	1,020	1,060	1,110	1,150	1,240
Service	3,660	3,780	4,210	4,680	5,050
Government	8,280	8,240	8,020	8,090	8,040
Other Nonmanufacturing[3]	60	70	70	80	110

[1]Includes nonagricultural self-employed workers, unpaid family workers, and domestic workers in private households.
[2]Includes: Tobacco; Paper; Chemicals; Petroleum; Rubber; Leather; Stone, Clay, & Glass; Nonelec. Machinery; Trans. Equipment; Instruments; and Misc. Mfg.
[3]Includes: Agricultural Services and Mining.

Source: Employment Security Commission of North Carolina, Labor Market Information Division, North Carolina Labor Force Estimates, 1986.

TABLE 6

COMMUTING PATTERNS FOR WAYNE COUNTY
1980

COUNTY	OUT-COMMUTERS JOURNEY FROM WAYNE COUNTY TO	IN-COMMUTERS JOURNEY TO WAYNE COUNTY FROM
Bertie	--	2
Brunswick	15	13
Buncombe	11	--
Cabarrus	--	8
Caldwell	22	--
Carteret	--	22
Cleveland	17	--
Columbus	8	4
Craven	53	423
Cumberland	14	16
Davidson	11	--
Duplin	734	981
Durham	13	--
Edgecombe	12	16
Forsyth	13	19
Gaston	9	--
Gates	--	17
Greene	56	314
Guilford	48	13
Harnett	52	37
Johnston	830	702
Jones	--	10
Lenoir	758	591
Martin	33	--
Mecklenburg	--	61
Nash	20	51
New Hanover	97	--
Northampton	--	7

(continued)

Commuting Patterns for Wayne County (continued)

COUNTY	OUT-COMMUTERS JOURNEY FROM WAYNE COUNTY TO	IN-COMMUTERS JOURNEY TO WAYNE COUNTY FROM
Onslow	31	24
Orange	21	--
Pender	--	5
Pitt	95	55
Robeson	--	9
Rowan	--	10
Sampson	60	269
Stokes	--	25
Wake	284	133
Watauga	23	--
Wilkes	--	11
Wilson	790	166
Yadkin	--	17
Out-of-State (City/State)		
Merced, CA	10	--
Washington, DC	9	--
Putnam, FL	11	--
Cobb, GA	18	--
De Kalb, GA	15	--
McDuffie, GA	--	18
Muscogee, GA	13	--
Knox, IL	--	4
Bath, KY	9	--
Stoughton Town, MA	--	13
Anne Arundel, MO	12	--
Ingham, MI	--	2
Marquette, MI	--	26
Wayne, MI	--	9
Dodge, NE	--	6

(continued)

Commuting Patterns for Wayne County (continued)

COUNTY	OUT-COMMUTERS JOURNEY FROM WAYNE COUNTY TO		IN-COMMUTERS JOURNEY TO WAYNE COUNTY FROM
Cumberland, NJ	7		--
Hudson, NJ	--		11
Clark, NV	90		--
Westchester, NY	7		--
Cuyahoga, OH	--		16
Ottawa, OH	--		2
Bedford, PA	14		--
Sullivan, TN	15		--
Washington, TN	--		6
Alexandria City, VA	15		--
Fairfax, VA	--		9
Greensville, VA	9		--
Roanoke City, VA	18		--
Work Outside United States	23		--
Total Reported Commuters	4,426		4,153
% of Employed Residents	11.8		--
% of Employed in County	--		11.1
Noncommuting Workers		33,124	
Persons Working in County		37,277	
Employed Residents		37,549	
Net Commuting		- 272	
Workplace Not Reported		4,537	

Source: Office of State Budget and Management, Research and Planning Services, North Carolina Commuting Patterns: 1980 Census of Population and Housing.

TABLE 7

PERCENTAGES OF FAMILIES
WITH INCOME BELOW POVERTY LEVEL
FOR WAYNE COUNTY,
SURROUNDING COUNTIES AND NORTH CAROLINA

COUNTY	% BELOW POVERTY LEVEL
Wayne	14.6
Duplin	20.1
Greene	19.2
Johnston	14.9
Lenoir	15.7
Sampson	17.5
Wilson	14.7
North Carolina	11.6

Source: County and City Data Book, 1983, U.S. Department of Commerce, Bureau of the Census.

TABLE 8

INDICATORS OF CHILDREN'S NEEDS
IN WAYNE COUNTY, NORTH CAROLINA AND THE UNITED STATES

	WAYNE COUNTY	NORTH CAROLINA	UNITED STATES
Number of children ages 0-18 (1980)	31,292	1,774,415	68,006,739
Percent of children living in poverty (1979)	22.62	18.53	16.00
Number of Medicaid recipient children per 100 children in poverty (1983)	46.4	40.8	70.7
Percent of mothers in labor force with children ages 0-17 (1980)	62.7	65.2	55.3
Infant mortality rate - Deaths per 1,000 live births (1982)	13.9	13.7	11.2*
Percent of youth aged 16-19 who are not high school graduates and not enrolled in school** (1980)	11.9	16.29	13.36
Percent of adults aged 25 and over who are high school graduates (1980)	56.85	54.84	66.50
Number of arrests per 1,000 juveniles ages 10-15 (1983)	1.17	7.87	13.86

*Provisional.
**Excludes youth in military.

Source: N.C. Department of Administration, Office of Policy and Planning, "Highlights of Children's Needs in North Carolina."

TABLE 9

PER CAPITA INCOME FOR WAYNE COUNTY AND NORTH CAROLINA

YEAR	WAYNE COUNTY	NORTH CAROLINA	COUNTY INCOME AS A PERCENT OF N. C.
1958	$1,339	$1,420	94.3
1962	1,472	1,732	85.0
1966	1,787	2,277	78.5
1970	3,002	3,220	93.2
1974	4,350	4,587	94.8
1978	5,676	6,462	87.8
1982	7,993	9,153	87.3
1984	9,825	10,999	89.3
1986	10,882	12,438	87.5

Source: N.C. State Data Center, Profile North Carolina Counties, 1975 and 1988.

TABLE 10

COMPARISON OF WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA'S GROSS RETAIL SALES TO TOTAL PERSONAL INCOME

COUNTY	(A) GROSS RETAIL SALES, 1986-87	(B) TOTAL PERSONAL INCOME, 1986	PERCENT (A) IS OF (B)
Wayne	$ 715,130,811	$ 1,065,215,000	67.1
Duplin	188,820,115	372,614,000	50.7
Greene	50,509,271	135,820,000	37.2
Johnston	537,506,803	824,320,000	65.2
Lenoir	522,000,231	646,574,000	80.7
Sampson	266,239,863	460,631,000	57.8
Wilson	629,683,663	794,179,000	79.3
North Carolina	53,352,412,238	78,745,416,000	67.8

Source: N.C. Department of Revenue, Division of Tax Research.

TABLE 11

PER CAPITA RETAIL SALES FOR WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA

COUNTY	1970 POPULATION	1970-71 TOTAL RETAIL SALES	PER CAPITA RETAIL SALES	1986 POPULATION	1986-87 TOTAL RETAIL SALES	PER CAPITA RETAIL SALES
Wayne	85,408	$ 187,378,530	$2,194	97,410	$ 715,130,811	$7,341
Duplin	38,015	64,708,879	1,702	41,685	188,820,115	4,530
Greene	14,967	13,380,856	894	16,586	50,509,271	3,045
Johnston	61,737	126,118,557	2,043	78,191	537,506,803	6,874
Lenoir	55,204	144,434,209	2,616	60,220	522,000,231	8,668
Sampson	44,954	72,330,068	1,609	50,321	266,239,863	5,291
Wilson	57,486	141,589,492	2,463	64,564	629,683,663	9,753
North Carolina	5,084,411	12,118,398,645	2,383	6,331,288	53,352,412,238	8,427

Sources: N.C. Department of Human Resources, State Center for Health Statistics, North Carolina Vital Statistics, 1986, Volume 1; N.C. Department of Revenue, Division of Tax Research; and U.S. Census.

TABLE 12

SUMMARY INDICATORS OF WEALTH
FOR WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA

COUNTY	PER CAPITA INCOME 1986	PER CAPITA RETAIL SALES 1987-88	PROPERTY VALUATION	
			PER PUPIL 1987-88	DATE OF REVALUATION
Wayne	$ 10,882	$ 7,918	$ 134,776	1987
Duplin	8,905	4,834	129,940	1986
Greene	8,233	3,327	109,656	1981
Johnston	10,559	7,315	138,410	1987
Lenoir	10,760	8,505	135,347	1981
Sampson	9,171	5,643	113,126	1987
Wilson	12,316	10,538	151,428	1984
North Carolina	12,438	9,004	194,217	--

Sources: N.C. Department of Revenue, Sales and Use Tax Division and Division of Tax Research.

TABLE 13

APPRAISED VALUATION PER ADM FOR WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA
1987-88

COUNTY	DATE OF REVALUATION	ADM	APPRAISED VALUATION OF TAXABLE PROPERTY	APPRAISED VALUATION PER ADM	TAX RATE
Wayne	1987	17,920	$ 2,415,188,442	$ 134,776	$.52
Duplin	1986	7,920	1,029,126,364	129,940	.69
Greene	1981	2,817	308,901,222	109,656	.82
Johnston	1987	14,416	1,995,318,582	138,410	.70
Lenoir	1981	11,062	1,497,208,402	135,347	.62
Sampson	1987	9,297	1,051,734,372	113,126	.65
Wilson	1984	12,091	1,830,916,091	151,428	.65
North Carolina	--	1,072,934	208,381,487,330	194,217	--

Note: County data includes entire county. City and county administrative units which levy a special school district tax are indented.

Source: N.C. Department of Revenue, Division of Tax Research.

SUMMARY OF FINDINGS

- The total population in Wayne County increased from 85,408 in 1970 to 97,054 in 1980. The population in Wayne County is projected to increase to 97,618 by 1990.

- The 0-19 population in Wayne County decreased from 35,029 in 1970 to 33,416 in 1980. Population projections indicate that this same age group will decline to 29,287 by 1990. This represents a 16.4 decrease in the total school age population during the 20 year period from 1970 to 1990.

- From 1975 to 1987, there was a 6.2 percent decrease in the number of live births to residents of Wayne County.

- Of the 12 townships in Wayne County, all experienced increases in population from 1970 to 1980 except Goldsboro, Great Swamp, and Nahunta.

- The annual average labor force estimates for the total civilian labor force employed in Wayne County increased from 39,550 in 1982 to 41,820 in 1986.

- In 1980, approximately 4,153 persons commuted into Wayne County daily to work. Approximately 4,426 commuted from Wayne County to work elsewhere during the same year.

- Approximately 14.6 percent of the families in Wayne County have income below the poverty level. The state average for families below the poverty level is 11.6 percent.

- The total gross retail sales as compared to total personal income in 1987 for Wayne County was 67.1 percent. The state average during this time period was 67.8 percent.

- In 1986, Wayne County's per capita income was $10,882 or 87.5 percent of the North Carolina average.

- In 1986-87, Wayne County's per capita retail sales was $7,341 or 87 percent of the state average which was $8,427.

- In 1987-88, Wayne County had a per pupil property valuation of $134,776 or 69 percent of the state average which was $194,217.

SCHOOL SYSTEM: GENERAL ANALYSIS - CHARTS

A GENERAL ANALYSIS

School System

The Goldsboro City School System currently utilizes a plan of organization encompassing seven schools. With the exception of Goldsboro High, each school is operated using a nontraditional grade configuration. Three schools - North Drive, Carver Heights and School Street - enroll students involving grades K-4. Grades K-1 are housed on the North Drive campus; grades 2-3 are enrolled at Carver Heights School and School Street is utilized for the 4th grade.

Two schools, Dillard and Goldsboro Junior High, are utilized to accommodate students who are currently considered to be of middle school age. Dillard enrolls students in grades 5-6 and Goldsboro Jr. High is used for students in grades 7 and 8. Goldsboro High School is organized housing students in grades 9-12.

A majority of the students enrolled in the Goldsboro City School System are minorities. In 1987-88, this population accounted for 82.5 percent of all students in the system. Historically, as minority enrollment in the school system increased, the percentage of white students decreased. In 1974-75, white students accounted for 38.33 percent of the total population in the administrative unit. By the end of the 1987-88 school year, this population accounted for 17.55 percent of students in membership, a reduction of 64.4 percent in 14 years.

Generally, there is a direct correlation between the prolonged economic health of an area and the degree of educational achievement among its residents. Currently, 67.1 percent of children in membership in the school system are from low income families.

In the spring of 1988, 303 sophomores enrolled at Goldsboro High School took the reading and mathematics sections of the North Carolina Competency Test. Of this number, 88.2 percent received satisfactory results on the reading section and 80.1 passed the math section. The percentage of students passing reading was 5.1 percent less than the North Carolina state average and 9.6 percent less than state average for math. Both the reading and math passing rates were less than those of any of the 9 adjacent administrative units.

Students in grades 3, 6 and 8 generally performed near grade level on the total battery of the California Achievement Test administered during the spring of 1988. Third grade performance was 3 years and 6 months; sixth grade performance 6 years and 1 month, and eighth grade performance was 8 years and 6 months.

During the 1987-88 school year, 221 students who resided in the jurisdiction of the local Board of Education attended school in an administrative unit other than Goldsboro City. Most of these students attended school in adjoining Wayne County; however, the reverse trend was also true, 178 students living outside the school system (mostly from Wayne County) attended school in Goldsboro. A comparison of student in-migration and out-migration reveals that Goldsboro experienced a net loss of 43 students during this period of time.

Between 1983 and 1987, 70.56 percent of all students who were 8th graders 4 years earlier graduated from Goldsboro High School. This extended from a high of 75.9 percent for the 1985 graduating class to a low 66.9 percent for the class of 1987. The North Carolina average for graduates during the same 5 year period was 71.7 percent.

Of the 1,413 students who graduated from the Goldsboro City Schools between 1983 and 1987, 882 or 62.4 percent enrolled in training programs beyond high school. The North Carolina average for students seeking post secondary training between 1983 and 1987 was 67.8 percent.

Frequently, there is an appreciable difference between the number of students in membership in many school systems as eighth graders and the actual number of graduates 4 years later. The reasons vary; some of the most prevalent are family relocations, retention at lower grade levels and drop outs. During the 1986-87 school year, the dropout rate for Goldsboro City Schools was 6.3 percent. This was slightly higher than the region average of 6.26 percent, but lower than the state average of 6.7 percent.

The Goldsboro City School system offers a comprehensive curriculum to its students. Provisions have been made for the implementation of the Basic Education Program on all levels. Chapter one services are available for students in grades 3-8. The high school curriculum has a total of 121 courses, including vocational education, advanced sciences, ROTC and 4 foreign languages. During the fall of 1988, 389 students or 31 percent of the total school population enrolled in a foreign language course and one hundred eighty three or 14 percent in an advanced science course.

Vocational education programs are offered at both Goldsboro High School and Goldsboro Junior High School. During the 1987-88 school year, 31.3 percent of the students at Goldsboro Junior High and 83.4 percent at Goldsboro High School were enrolled in vocational education programs. During the same year, the state average for vocational education enrollment was 60.1 percent for junior high schools (middle schools) and 99.9 percent for high schools.

During the 1986-87 school year, the Goldsboro City School System employed 341 professional staff members. The majority of staff members 62.37 percent had batchelors degrees while 30.4 percent had master's degrees; 3.61 percent had sixth year advanced certificates and 2.10 percent has doctor's degrees. Five staff members (1.46%) did not have batchelors degree. The number of staff members with a masters degrees exceeds the average for region 2 by 1.65 percent, but was 2.7 percent less than the state average. The number of staff members with training above the masters level exceeds the average for region 2 by 1.43 percent and the state average by .63 percent.

During the 1987-88 school year, Goldsboro City Schools maintained a professional staff to pupil ratio of 14.6 to 1. All schools in the system have the services of specialist(s) in guidance, music and art. In addition, an assistant principal is available in each school.

The charts that follow are intended to enhance the information contained in this general analysis of the Goldsboro City School System. They should be consulted and used as a reference point for further evaluation.

GRAPH 1

EXISTING PLAN OF ORGANIZATION
SHOWING FEEDER SCHOOL INTO EACH MIDDLE SCHOOL AND HIGH SCHOOL
FOR GOLDSBORO CITY

ELEMENTARY SCHOOLS	JUNIOR HIGH SCHOOL	HIGH SCHOOL
Edgewood Community Developmental (Spec.)		
North Drive (K-1) → Carver Heights (2-3) → School Street (4) → Dillard (5-6)	→ Goldsboro Jr. High (7-8)	→ Goldsboro High (9-12)

Source: Local administrative unit, 1987-88.

PUPIL POPULATION PROJECTIONS

Pupil population projections are useful within certain limitations. The projections are based on an analysis of the pupil population during the past years and are made on the assumption that no significant change will occur in the birth rate, holding power of the schools, or migration patterns. The projections are highly reliable for the first year but are less reliable with successive years, consequently, the projections should be updated each year or evaluated in terms of actual pupil counts.

The following are factors which cannot be anticipated but which can have an immediate impact on the membership in the school system:

- An increase in employment opportunities resulting from a new or expanded industry.
- A loss of employment opportunities resulting from the closing of a major industry.
- An increase or decrease in private school membership.
- Administrative unit boundary changes.
- Large residential developments which do not result from a population increase but rather a population shift between administrative units.

The Division of School Planning relies on the pupil population projections, not as an absolute, but as the best information which is available. The school system is encouraged to update this projection each year as a tool for continuous planning.

ADMINISTRATIVE UNIT NAME = GOLDSBORO CITY

TABLE 14
PUPIL POPULATION PROJECTIONS

PREPARED BY DIVISION OF PLANNING AND RESEARCH
FOR DIVISION OF SCHOOL PLANNING

SCHOOL YEAR	RETENTION RATIOS										
	1 TO 2	2 TO 3	3 TO 4	4 TO 5	5 TO 6	6 TO 7	7 TO 8	8 TO 9	9 TO 10	10 TO 11	11 TO 12
1983-84	0.991	0.995	1.014	1.032	0.995	1.035	0.960	1.039	0.864	0.884	0.921
1984-85	0.860	0.993	0.959	1.038	0.950	0.940	0.983	1.008	0.876	0.884	0.931
1985-86	0.823	0.991	0.968	1.040	0.925	0.968	1.012	1.071	0.905	0.856	0.854
1986-87	0.903	1.028	0.991	1.026	0.951	0.989	0.933	1.020	0.857	0.912	0.878
AVERAGE	0.884	1.002	0.735	1.034	0.955	0.983	0.972	1.057	0.775	0.884	0.896

BIRTH YEAR	BIRTHS	SR	SCHOOL YEAR	K	1	2	3	4	5	6	7	8	EXC*	TMH**	9	10	11	12	EXC*	TOTAL
AVERAGE DAILY MEMBERSHIP																				
1977	1706	0.249	1983-84	391	425	386	360	347	371	404	371	411	64	35	359	328	355	331	0	4928
1978	1664	0.245	1984-85	365	407	404	384	365	350	369	418	356	78	32	427	310	290	327	0	4891
1979	1673	0.237	1985-86	389	396	350	401	372	379	340	347	411	84	32	391	374	274	270	0	4810
1980	1707	0.236	1986-87	370	402	376	347	383	387	351	329	351	87	29	440	354	320	234	0	4715
1981	1574	0.240	1987-88	401	377	363	335	344	398	368	347	307	91	28	359	377	323	281	0	4698
AVERAGE DAILY MEMBERSHIP PROJECTION																				
1982	1656	0.239	1988-89	393	395	333	364	330	359	380	362	337	91	28	324	313	333	289	0	4629
1983	1625	0.239	1989-90	385	389	350	334	359	341	340	373	352	91	28	356	294	277	298	0	4557
1984	1588	0.239	1990-91	384	380	344	351	327	371	326	336	363	91	28	372	312	251	248	0	4484
1985	1584	0.239	1991-92	394	379	336	345	345	340	354	320	325	91	28	384	325	275	225	0	4469
1986	1623	0.239	1992-93	375	389	335	337	340	359	325	348	311	91	28	344	336	258	247	0	4453
1987	1554		1993-94		372	344	336	332	352	342	319	333			329	301	297	258		
			1994-95			329	345	331	343	336	336	313			357	286	266	266		
			1995-96				330	340	342	328	330	327			323	313	255	238		
			1996-97					325	352	327	322	321			346	297	277	228		
			1997-98						336	336	321	313			339	303	254	248		

SCHOOL YEAR	GR. K-3	GR. K-5	GR. K-6	GR.K-12	GR. 1-5	GR. 1-6	GR.1-12	GR. 4-6	GR. 5-8	GR. 6-8	GR. 7-9	GR.9-12	GR.10-12
AVERAGE DAILY MEMBERSHIP TOTALS***													
1983-84	1552	2270	2674	4926	1869	2293	4547	1122	1557	1186	1141	1373	1014
1984-85	1561	2284	2653	4891	1913	2297	4525	1092	1501	1143	1201	1354	927
1985-86	1536	2297	2527	4810	1898	2238	4421	1091	1477	1096	1149	1309	918
1986-87	1445	2220	2571	4715	1850	2201	4345	1126	1418	1131	1120	1348	908
1987-88	1476	2218	2586	4698	1817	2186	4297	1110	1420	1122	1017	1339	981
AVERAGE DAILY MEMBERSHIP TOTALS PROJECTION***													
1988-89	1486	2172	2552	4629	1779	2159	4236	1055	1435	1079	1023	1259	935
1989-90	1458	2158	2498	4557	1773	2113	4172	1040	1406	1055	1081	1215	359
1990-91	1459	2159	2445	4484	1775	2101	4103	1026	1394	1023	1069	1183	911
1991-92	1454	2140	2494	4453	1746	2100	4075	1040	1339	999	1029	1211	927
1992-93	1437	2135	2460	4453	1759	2084	4077	1023	1342	984	1003	1215	871
1993-94										993	956	1195	956
1994-95										982	1003	1177	820
1995-96										985	985	1134	906
1996-97										970	989	1138	792
1997-98										970	973	1144	805

*EXCEPTIONAL STUDENTS IN SELF-CONTAINED CLASSES
**TRAINABLE MENTALLY HANDICAPPED STUDENTS
***EXC AND TMH STUDENTS ARE INCLUDED IN ONLY COLUMNS 1-12 AND K-12

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TABLE 15

MEMBERSHIP BY SCHOOLS AND GRADES FOR GOLDSBORO CITY
1987-88*

SCHOOL	ELEMENTARY											SECONDARY					
	GRADES									SPE-	TOTAL ELE-	GRADES				TOTAL HIGH	GRAND
	K	1	2	3	4	5	6	7	8	CIAL	MEN- TARY	9	10	11	12	SCHOOL	TOTAL
Edgewood	--	--	--	--	--	--	--	--	--	109	109	--	--	--	--	--	109
Dillard	--	--	--	--	--	398	368	--	--	10	776	--	--	--	--	--	776
Carver Heights	--	--	363	335	--	--	--	--	--	--	698	--	--	--	--	--	698
Goldsboro HS	--	--	--	--	--	--	--	--	--	--	--	346	365	310	276	1,297	1,297
Goldsboro JHS	--	--	--	--	--	--	--	347	307	--	654	--	--	--	--	--	654
School Street	--	--	--	--	344	--	--	--	--	--	344	--	--	--	--	--	344
North Drive	401	377	--	--	--	--	--	--	--	--	778	--	--	--	--	--	778
TOTAL	401	377	363	335	344	398	368	347	307	119	3,359	346	365	310	276	1,297	4,656
										Extended Day		12	12	13	5	42	4,698

*Final average daily membership.

Sources: N.C. Department of Public Education, Controller's Office, Information Center; and local administrative unit.

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TABLE 16

PUPIL MEMBERSHIP BY RACE/ETHNIC ORIGIN FOR GOLDSBORO CITY

YEAR	AMERICAN INDIAN	%	ASIAN	%	HISPANIC	%	BLACK	%	WHITE	%	TOTAL
1974-75	2	.03	4	.07	--	--	3,744	61.57	2,331	38.33	6,081
1975-76	1	.02	13	.21	3	.05	3,821	63.40	2,189	36.32	6,027
1976-77	2	.03	9	.15	--	--	3,894	65.23	2,065	34.59	5,970
1977-78	4	.07	17	.29	2	.03	3,921	67.26	1,886	32.35	5,830
1978-79	1	.02	14	.25	2	.03	3,941	69.58	1,706	30.12	5,664
1979-80	1	.02	18	.33	--	--	3,901	72.38	1,470	27.27	5,390
1980-81	2	.04	7	.14	1	.02	3,883	75.06	1,280	24.74	5,173
1981-82	--	--	13	.26	--	--	3,950	77.07	1,162	22.67	5,125
1982-83	2	.04	27	.54	--	--	3,837	77.05	1,114	22.37	4,980
1983-84	2	.04	27	.54	2	.04	3,845	77.52	1,084	21.86	4,960
1984-85	2	.04	26	.53	2	.04	3,833	77.48	1,084	21.91	4,947
1985-86	--	--	27	.55	1	.02	3,900	79.64	969	19.79	4,897
1986-87	3	.06	20	.42	6	.13	3,865	81.23	864	18.16	4,758
1987-88	1	.02	23	.48	1	.02	3,904	81.93	836	17.55	4,765

Source: Statistical Profile: North Carolina Public Schools, 1975-1988.

TABLE 17

CHILDREN FROM LOW INCOME FAMILIES
BY SCHOOL ATTENDANCE AREA
FOR GOLDSBORO CITY

SCHOOL	PERCENTAGE
Edgewood	--
Dillard	75.80
Carver Heights	73.91
Goldsboro HS	49.03
Goldsboro JHS	64.32
School Street	65.90
North Drive	73.88

Source: "Application Grant, 1988-89," Division of Compensatory Education, N.C. Department of Public Instruction.

TABLE 18

GOLDSBORO CITY
RESIDENT PUPILS ATTENDING SCHOOLS
IN OTHER ADMINISTRATIVE UNITS

ADMINISTRATIVE UNIT WHICH PUPIL ATTENDS	HOME SCHOOL ATTENDANCE AREA	NUMBER ELEMENTARY	NUMBER SECONDARY	TOTAL
Wake County	--	--	--	1
Wayne County	--	--	--	220
TOTAL	--	--	--	221

Source: Local administrative unit, 1987-88.

TABLE 19

NUMBER OF NONRESIDENT PUPILS ATTENDING SCHOOLS
IN GOLDSBORO CITY

ADMINISTRATIVE DISTRICTS IN WHICH THEY LIVE	SCHOOLS THEY ATTEND IN THIS UNIT	NUMBER ELEMENTARY	NUMBER SECONDARY	TOTAL
Greene County	--	--	--	1
Kinston City	--	--	--	1
Wayne County	--	--	--	176
TOTAL	--	--	--	178

Source: Local administrative unit, 1987-88.

TABLE 20

NUMBER OF BUSES AND PUPILS FOR GOLDSBORO CITY

SCHOOL	NUMBER OF BUSES	NUMBER OF PUPILS
All Schools	37	4,215
TOTAL	37	4,215

Source: N.C. Department of Public Education, Division of Transportation, "Principal's Monthly Bus Report, October 9, 1987."

TABLE 21

INTENTIONS OF HIGH SCHOOL GRADUATES IN GOLDSBORO CITY

		YEAR					NORTH CAROLINA
		1983 1979*	1984 1980*	1985 1981*	1986 1982*	1987 1983*	1987 1983*
Number of Graduates		295	311	314	269	224	66,045
Enrollment of Eighth Grade Four Years Preceding		427	424	414	398	335	92,129
Graduates as a Percent of Grade Eight		69.1	73.3	75.9	67.6	66.9	71.7
Enrolled in Colleges							
Senior:	No.	129	108	109	125	89	24,881
	%	43.7	34.7	34.7	46.5	39.7	37.7
Junior:	No.	5	7	--	1	--	1,652
	%	1.7	2.3	--	.4	--	2.5
Enrolled in Community Colleges and Technical Institutes:	No.	54	73	55	70	35	16,046
	%	18.3	23.5	17.5	26.0	15.6	24.3
Enrolled in Trade, Business, and Nursing Schools:	No.	9	9	--	2	2	2,204
	%	3.0	2.9	--	.7	.9	3.3
Percent Those Continuing Education		66.7	63.4	52.2	73.6	56.2	67.8
Entered Military Service or Gainfully Employed							
Military:	No.	51	71	55	40	53	4,918
	%	17.3	22.8	17.5	14.8	23.7	7.4
Employed:	No.	30	32	50	26	30	12,959
	%	10.2	10.3	16.0	9.7	13.4	19.6
All Others	No.	17	11	45	5	15	3,385
	%	5.8	3.5	14.3	1.9	6.7	5.1

*Year graduates were in eighth grade.

Source: N.C. Department of Public Education, Controller's Office, Information Center, "Survey of High School Graduates."

TABLE 22

ESTIMATED ANNUAL REGULAR HIGH SCHOOL
DROPOUT RATE
FOR GOLDSBORO CITY,
SURROUNDING UNITS AND NORTH CAROLINA
1986-87

UNIT	DROPOUT RATE (%)
Goldsboro City	6.3
Duplin	6.2
Greene	6.5
Johnston	6.0
Lenoir	6.1
Kinston City	7.5
Sampson	6.5
Clinton City	6.8
Wayne	3.5
Wilson	7.2
North Carolina	6.7

Source: N.C. Department of Public Education, Controller's Office, Information Center.

TABLE 23

TENTH GRADE COMPETENCY TEST RESULTS
FOR GOLDSBORO CITY, SURROUNDING UNITS AND NORTH CAROLINA
SPRING, 1988*

UNIT	% PASSING READING	% PASSING MATH
Goldsboro City	88.2	80.1
Duplin	89.6	87.5
Greene	94.1	89.8
Johnston	96.4	94.4
Lenoir	94.4	90.8
Kinston City	95.2	89.6
Sampson	94.1	88.7
Clinton City	91.8	87.3
Wayne	93.6	88.4
Wilson	91.5	89.6
North Carolina	93.3	89.7

*Results are for first time test takers of the Class of 1990. Students in the extended day programs are not included.

Source: N.C. Department of Public Instruction, Research and Testing Services, Update on Student Performance in Reading, Mathematics, and Writing, 1988: North Carolina Competency Test Program.

TABLE 24

ESTIMATED ACHIEVEMENTS AS DETERMINED BY THE ANNUAL TESTING PROGRAM FOR GOLDSBORO CITY, REGION 2, NORTH CAROLINA AND UNITED STATES SPRING, 1988

	TOTAL BATTERY*		
	THIRD GRADE	SIXTH GRADE	EIGHTH GRADE
Goldsboro City	3.6	6.1	8.6
Region 2	4.1	7.2	9.1
North Carolina	4.2	7.3	9.2
United States	3.7	6.7	8.7

*Includes reading, language and mathematics.

Source: N.C. Department of Public Instruction, Division of Research.

TABLE 25

PUPILS IN MEMBERSHIP BEING SERVED BY EXCEPTIONAL CHILDREN PROGRAMS IN GOLDSBORO CITY AND NORTH CAROLINA
1987-88

	ACADEMICALLY GIFTED	AUTISTIC	DEAF/BLIND	BEHAVIORALLY EMOTIONALLY HANDICAPPED	EDUCABLE MENTALLY HANDICAPPED	HEARING IMPAIRED	SPECIFIC LEARNING DISABLED	MULTI-HANDICAPPED	OTHER HEALTH IMPAIRED	PHYSICALLY ORTHOPEDICALLY HANDICAPPED	SPEECH-LANGUAGE IMPAIRED	SEVERELY/ PROFOUNDLY MENTALLY HANDICAPPED	TRAINABLE MENTALLY HANDICAPPED	VISUALLY IMPAIRED	PREGNANT	TOTAL
Goldsboro City Number of Pupils	122	6	--	5	149	1	146	6	--	1	126	8	24	--	--	594
Goldsboro City Percent of Total Pupils	2.60	.13	--	.11	3.17	.02	3.11	.13	--	.02	2.68	.17	.51	--	--	12.64
North Carolina Number of Pupils	58,213	462	3	7,706	17,004	1,233	43,398	982	1,371	953	28,254	898	3,287	518	116	164,398
North Carolina Percent of Total Pupils	5.43	.04	--	.72	1.58	.11	4.04	.09	.13	.09	2.63	.08	.31	.05	.01	15.32

Note: These are unduplicated counts of children (ages 0-22) who have Individual Education Plans and are eligible for federal (Title VI-B) and state funds as of December 1, 1987.

Source: N.C. Department of Public Education, Division of Planning and Research, Statistical Profile, 1988.

TABLE 26

SECONDARY CURRICULUM COURSE OFFERINGS
FOR GOLDSBORO CITY

COURSES	GOLDSBORO HIGH (9-12)
English	19
Mathematics	12
Science	13
Social Studies	6
French	4
Spanish	4
German	--
Russian	--
Latin	4
Occupational Education	--
Business Education	14
Agriculture	--
Health Occupations	2
Home Economics	6
Distributive Education	3
Trade and Industries	8
Industrial Arts	4
Music	7
Art	4
Drama	2
Physical Education	3
Bible	--
JROTC	4
Others - Co. Op.	2
TOTAL	121

Source: Local administrative unit, 1987-88.

TABLE 27

VOCATIONAL EDUCATION ENROLLMENTS BY PROGRAM AREA FOR GOLDSBORO CITY AND NORTH CAROLINA
1987-88

GRADES 7-8

COURSE	GOLDSBORO CITY		NORTH CAROLINA	
	NO. ENROLLED	% OF TOTAL ENROLLMENT	NO. ENROLLED	% OF TOTAL ENROLLMENT
Agriculture	--	--	175	.1
Consumer Homemaking	--	--	8,381	5.1
Business & Office	--	--	7,231	4.4
Trade & Industrial Education	--	--	29	--
Industrial Arts	--	--	9,583	5.8
Vocational Development	215	31.3	72,686	43.9
Special Disadvantaged-Handicapped	--	--	629	.4
Basic Skills	--	--	734	.4
TOTAL	215	31.3	99,448	60.1

GRADES 9-12

COURSE	GOLDSBORO CITY		NORTH CAROLINA	
	NO. ENROLLED	% OF TOTAL ENROLLMENT	NO. ENROLLED	% OF TOTAL ENROLLMENT
Agriculture	1	.1	24,899	7.8
Marketing	67	4.6	18,624	5.8
Health Occupations	56	3.9	8,161	2.5
Occupational Homemaking	67	4.6	8,430	2.6
Consumer Homemaking	133	9.2	49,737	15.5
Business & Office	413	28.4	122,216	38.1
Trade & Industrial Education	464	32.0	57,790	18.0
Industrial Arts	9	.6	19,140	5.9
Vocational Development	--	--	7,313	2.3
Special Disadvantaged-Handicapped	--	--	3,810	1.2
Principles of Technology	--	--	800	.2
TOTAL	1,210	83.4	320,920	99.9

Note: These are duplicate counts of enrollments; thus a student is counted in each of the courses he/she takes. Therefore, the totals are the number of enrollments in vocational courses rather than the total number of students taking vocational courses.

Source: N.C. Department of Public Instruction, Division of Vocational Education, Programs OE110PRG and OE120PRG.

TABLE 28

PUPIL/PROFESSIONAL STAFF RATIO BY SCHOOLS FOR GOLDSBORO CITY
1987-88

SCHOOL	GRADES	NUMBER OF PUPILS*	NUMBER OF PROFESSIONAL PERSONNEL	PROFESSIONAL PERSONNEL/ PUPIL RATIO
Edgewood	Sp-Ed	109	17.6	6.2
Dillard	5-6	776	51.0	15.2
Carver Heights	2-3	698	40.5	17.2
Goldsboro HS	9-12	1,297	95.0	13.7
Goldsboro JHS	7-8	654	50.0	13.1
School Street	4-4	344	23.5	14.6
North Drive	K-1	778	42.0	18.5
TOTAL		4,656	319.6	14.6

*Final average daily membership, 1987-88.

Source: N.C. Department of Public Education, Controller's Office, Information Center; and local administrative unit.

TABLE 29

INSTRUCTIONAL SERVICES PERSONNEL BY SCHOOL AND AREA FOR GOLDSBORO CITY

SCHOOLS	TOTAL PROFESSIONAL STAFF	PRINCIPALS	ASSISTANT PRINCIPALS	CLASSROOM TEACHERS	SPECIAL AREA TEACHERS								OTHERS			
					LIBRARIANS	GUIDANCE	MUSIC	ART	SPECIAL EDUCATION	OCCUPATIONAL EDUCATION	DRIVER EDUCATION	PHYSICAL EDUCATION	STAFF DEVELOPER	ATHLETIC DIRECTOR	SOCIAL WORKER	ASST. DIR. STUDENT SUP. SERV.
Edgewood C.D.S.	17.6	1	--	--	--	--	.6	--	15	1	--	--	--	--	--	--
Dillard	51.0	1	1	38	1	1	2.0	1	5	--	--	1	--	--	--	--
Carver Heights	40.5	1	1	31	1	--	--	1	4	--	--	1	.5	--	--	--
Goldsboro High	95.0	1	4	49	2	3	2.0	2	4	20	3	4	--	1	--	--
Goldsboro Jr. High	50.0	1	1	33	1	1	2.0	1	4	4	--	2	--	--	--	--
School Street	23.5	1	--	17	1	--	.5	--	4	--	--	--	--	--	--	--
North Drive	42.0	1	1	33	1	1	--	--	2	--	--	1	--	--	1	1
TOTAL	319.6	7	8	201	7	6	7.1	5	38	25	3	9	.5	1	1	1

Note: Shows appropriate fraction for part-time staff.

Source: Local administrative unit, 1987-88.

TABLE 30

AUXILIARY PERSONNEL BY SCHOOL FOR GOLDSBORO CITY

SCHOOL	AIDES*	SECRETARIES	FOOD SERVICE PERSONNEL	CUSTODIANS		BUS DRIVERS	
				MALE	FEMALE	STUDENT	ADULT
Edgewood CDS	25	1	5	1	1	--	--
Dillard School	5	2	8	3	1	--	--
Carver Heights	29	2	8	2	1	--	--
Goldsboro High	1	6	11	6	1	--	--
Goldsboro Jr. High	1	2	7	3	1	--	--
School Street	1	1	6	2	1	--	--
North Drive	34	2	9	3	1	--	--
TOTAL	96	16	54	20	7	--	--

*Includes all aides such as teacher, clerical, library, etc.

Source: Local administrative unit, 1987-88.

TABLE 31

TRAINING BY CERTIFICATE LEVEL FOR GOLDSBORO CITY

	RATINGS BELOW CLASS A		BACHELOR'S DEGREE		MASTER'S DEGREE		SIXTH YEAR (ADVANCED)		DOCTOR'S DEGREE		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
Superintendent	--	--	--	--	--	--	1.00	100.00	--	--	1.00
Assistant and Associate Superintendents	--	--	--	--	--	--	2.00	100.00	--	--	2.00
Supervisors, ESEA Directors, and ESEA Coordinators	--	--	--	--	4.99	83.30	--	--	1.00	16.69	5.99
Attendance, Health, Psychological, and Social Services Personnel	--	--	1.00	34.72	.28	9.72	.60	20.83	1.00	34.72	2.88
Unit Wide Staff	--	--	--	--	.60	100.00	--	--	--	--	.60
Elementary Personnel	--	--	150.77	66.81	68.14	30.19	5.75	2.54	1.00	.44	225.66
High School Personnel	2.00	2.55	49.28	63.07	23.85	30.52	3.00	3.83	--	--	78.13
Vocational Personnel	3.00	12.00	11.79	47.17	6.00	24.00	--	--	4.20	16.80	24.99
UNIT TOTALS	5.00	1.46	212.84	62.37	103.86	30.43	12.35	3.61	7.20	2.10	341.25
REGIONAL TOTALS	28.00	.55	3,334.60	66.36	1,446.30	28.78	128.25	2.55	87.16	1.73	5,024.31
STATE TOTALS	283.21	.39	43,866.65	61.37	23,683.07	33.13	2,248.50	3.14	1,389.04	1.94	71,470.47

Source: N.C. Department of Public Education, Division of Management Information Systems, 1986-87.

TABLE 32

MAINTENANCE AND TRANSPORTATION PERSONNEL BY TITLE OR SKILL AREA FOR GOLDSBORO CITY

MAINTENANCE PERSONNEL*		TRANSPORTATION PERSONNEL**	
TITLE OR SKILL AREA	NUMBER OF WORKERS	TITLE OR SKILL AREA	NUMBER OF WORKERS
Painters	3	None	--
Carpenters	1		
Plumbers	2		
Refrigeration/Air Cond.	1		
Auto Mechanic	1		
Electricians	2		
General Maintenance	2		
TOTAL	12	TOTAL	--

*Carpenters, electricians, etc.
**Mechanics, parts clerks, etc.

Source: Local administrative unit, 1987-88.

TABLE 33

RANKINGS FOR GOLDSBORO CITY AND SURROUNDING UNITS

CATEGORY	UNITS									
	GOLDSBORO CITY	DUPLIN COUNTY	GREENE COUNTY	JOHNSTON COUNTY	LENOIR COUNTY	KINSTON CITY	SAMPSON COUNTY	CLINTON CITY	WAYNE COUNTY	WILSON COUNTY
% Classroom Teachers with a Graduate Certificate (1987-88)*	82	78	99	107	111	91	125	57	84	99
% Classroom Teachers with No Prior Experience (1987-88)*	109	102	138	97	26	133	65	65	58	42
% Professional Staff Paid Entirely from Local Funds (1987-88)*	81	96	132	88	74	23	92	50	71	60
Per Pupil Expenditure, State Funds (1986-87)*	71	43	6	125	31	113	19	86	124	109
Per Pupil Expenditure, Federal Funds (1986-87)*	2	64	19	90	56	16	32	104	10	43
Per Pupil Expenditure, Local Funds (1986-87)*	90	122	72	109	66	47	77	22	129	61
Per Pupil Expenditure, All Sources (1986-87)*	58	100	18	132	57	62	39	48	122	88
Per Capita Income by County (1986)**	--	85	93	50	46	--	79	--	43	21

* Rankings based on local education agencies.

** Rankings based on counties.

Sources: N.C. Department of Public Education, Controller's Office, Information Center, Statistical Profile, 1988 and U.S. Department of Commerce, Bureau of Economic Analysis.

SUMMARY OF FINDINGS

- The Goldsboro School System is currently organized using a K-1, 2-3, 4, 5-6, 7-8, 9-12 plan of organization.

- The Goldsboro City School System operated seven schools during the 1987-88 school year and continues to operate the same number today. Among these are a special school for handicapped students which is operated jointly by the city and county school districts.

- Pupil Population Projections - 24 percent of the children born to residents of Wayne County between 1977 and 1982 entered the public schools in Goldsboro as first graders between 1983-84 and 1988-89. During 1988-89, 23.9 percent of the children born to residents of Wayne County in 1982 entered first grade in the Goldsboro City System. The K-12 population in Goldsboro declined by 4.7 percent between 1983-84 and the end of the 1987-88 school year with the greatest decline of 8.8 percent occurring in grades five through eight.

- The ethnic composition in the Goldsboro City School System is 81.9 percent black, 17.6 percent white and the remainder a composite of American Indian, Asian or Hispanic descent.

- The percentage of children born to low income families in Goldsboro is 67.1 percent. Distributed in schools throughout the system, this population ranges from a low of 49.03 percent at Goldsboro High School to a high of 75.8 percent at Dillard Middle School.

- Approximately 221 students who reside in the Goldsboro City School System attend school in another administrative unit.

- Approximately 178 students who reside in other administrative units attend school in the Goldsboro City School System.

- In 1987, 56.2 percent of the Goldsboro City School System's graduates continued in post-secondary educational programs. The state average for that year was 67.8 percent.

- The number of secondary courses offered at Goldsboro High School is 121.

- The pupil-professional staff ratio for 1987-88 in the Goldsboro Administrative Unit ranged from 6:1 at the Edgewood Community Development Center to 19:1 at North Drive Elementary School.

- With the exception of the Edgewood Community Development Center, all the schools in the Goldsboro City School System had the services of a media specialist during the 1987-88 school year.

- During the 1987-88 school year, four of the schools in the system had the services of a full time guidance counselor. The remaining schools received part-time guidance services.

- In the 1987-88 school year, five of the schools had the services of a music specialist; four the services of an art specialist and five the services of a physical education specialist.

SCHOOL FINANCE: GENERAL ANALYSIS - CHARTS

School Finance

During the 13 year period between 1973-74 and 1985-86, $15,129,167 dollars were spent on capital improvements to the public schools located in Wayne County. This represents an investment of 8.3 percent of all revenue that was available to the county during this period. This investment was greater than that of two of the counties adjacent to Wayne; but lower than the North Carolina average.

Between the 1982-83 school year and the 1986-87 school year, Goldsboro City spent $2,841,534 dollars on capital improvements to the public schools within its jurisdiction. The amount of expenditure ranged from a low of $259,623 dollars in 1982-83 to a high of $871,534 dollars in 1986-87.

The legal maximum bonding capacity of all North Carolina counties is 8 percent of appraised valuation. Using the 8 percent maximum, Wayne County has a present bonding capacity of $193,215,075. In June 1988, its bond indebtedness was $9,650,000 dollars. Pending the sale of bonds from a referendum passed by the citizens of Wayne County in September 1988 for capital school improvements, the county will realize an additional indebtedness of $18,000,000 dollars. Four million, seven hundred thousand of the $18,000,000 bond referendum will be allocated to the schools in Goldsboro City. With a valuation of $2,415,188,442, the property in Wayne County was last reevaluated in 1987. The current countywide tax rate is .62.

As in all of North Carolina, Wayne County has a variety of local resources available to it. Among these are property taxes, fines, license tax, sales tax, ABC store profits and several others. During the 1985-86 fiscal year, Wayne County received resources in excess of $20,150,000.

Local resources are allotted to boards of education for current expense items and for capital outlay purposes. In Wayne County, during the 12 year period between 1974 and 1986 the total amount of local resources allocated to the public schools, ranged from a low of 25.8 percent in 1974 to a high of 58 percent in 1984.

During the 1985-86 school year, Wayne County allocated more local resources for its public schools than three of the six surrounding counties. Only one of these counties had more local resources than did Wayne. During this year, 31.55 percent of Wayne's local resources were allocated for current expense items and 10.53 percent for capital outlay projects. Four of the six neighboring counties spent more for current expense items and one spent more for local capital projects than did Wayne. Wayne County's local current expense expenditure of 31.55 was slightly less the state average of 31.67 percent. The local capital outlay expenditure of 10.53 percent was greater than the state average of 7.50 percent.

Between 1982-83 and 1986-87, Goldsboro City Schools total current expense expenditure per pupil increased by 29.8 percent from $2227.44 to $3,169.73. The system's expenditure for current expense exceeded the state average in 1986 by 1.7 percent and that of the nine surrounding units by 5 percent.

As with the state as a whole, Goldsboro City's per pupil cost from state funds increased by more than 36 percent between 1982 and 1987. The cost from federal funds increased by 24.9 percent and local funds by 7.5 percent. During this period of time, the average expenditure per pupil from federal funds for the nine units surrounding Goldsboro increased by 8.7 percent while the average increase from local funds was 25.2 percent.

Of the nine administrative units that surround Goldsboro City, 5 maintained a higher per pupil expenditure during the 1986-87 school year. None of these systems per pupil cost from federal funds exceeded Goldsboro City's. Only Wayne County and Duplin County maintained lower per pupil cost from local funds.

During the 1986-87 school year, Goldsboro City spent $187.45 per pupil for plant operations and $61.76 for plant maintenance. The amount spent for operation of plant was $21.02 per pupil more than the average for the nine adjacent counties, and $19.44 more than the state average. The amount spent per pupil for maintenance of plant was $19.92 less than the average for neighboring school systems and $24.81 less than the state average.

During the 1986-87 school year, 15.5 or 4.6 percent of the professional staff in the Goldsboro City Schools were paid from local funds. In the region, only Duplin and Greene counties had a lower percentage of locally paid professional staff members than did Goldsboro. The North Carolina average for professional staff paid out of local funds during this school year was 8.27 percent.

To sum up, of the 545 professionals and nonprofessionals employed by the Goldsboro City School System during the 1987-88 school year, 61.5 percent were paid from state funds; 7 percent from federal funds; 26.7 percent from local funds and 4 percent from vocational funds.

A major concern of all school systems in North Carolina is the ability to attract, and maintain highly qualified personnel. In order to be competitive in attracting needed professional personnel, many local education agencies (LEAs) provide teachers and other professional personnel with salary supplements beyond the base salary provided by the state. Of the 140 administrative units operating during the 1987-88 school year, all except 35 provided some type of supplement. The amounts ranged from as high as $4500 to as low as $74 dollars. Goldsboro City School's supplement for teachers range from $340-$590. The minimum supplement in Goldsboro is higher than that paid by 7 of the surrounding units. The maximum supplement is higher than 4 of the adjacent school systems.

The goal of all administrative units in North Carolina is to provide a totally free public education for all its citizens. However, because of local constraints, many school systems have not yet been able to achieve this desireable goal. In some units, for a variety of reasons, students are charged general fees, and fees for specific classes. Although the charge for these items are relatively small when compared to the total cost for a child's education, they are nonetheless still charged. The Goldsboro City Schools has eliminated all extra student fees at the beginning of the 1988-89 school year.

The charts that follow are intended to enhance the information contained in this general analysis of the resources available for public education in Wayne County and Goldsboro City. As necessary, they can be used as a reference point for further evaluation.

TABLE 34

BONDING CAPACITY AND BONDED INDEBTEDNESS
FOR WAYNE COUNTY
June 30, 1988

Date of Last Revaluation	1987
Valuation	$2,415,188,442
Legal Maximum Bonding Capacity at 8% of Appraised Valuation	193,215,075
Bonded Indebtedness	27,650,000*
Present Bonding Capacity	165,765,075

*Bonds for school facility construction - None.
*18 million dollar bond issue passed September of 1988

Sources: N.C. Department of State Treasurer, Local Government Commission; N.C. Revenue Department, Division of Tax Research.

TABLE 35

LOCAL CAPITAL OUTLAY, THIRTEEN-YEAR TOTALS,
FOR WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA
1973-74 THROUGH 1985-86

COUNTY	LOCAL CAPITAL OUTLAY	TOTAL LOCAL RESOURCES	OUTLAY AS A % OF RESOURCES
Wayne	$ 15,129,167	$ 181,751,589	8.32
Duplin	6,824,379	80,230,278	8.51
Greene	2,128,901	33,270,368	6.40
Johnston	10,580,403	143,670,870	7.36
Lenoir	15,220,404	134,577,681	11.31
Sampson	9,779,436	93,737,875	10.43
Wilson	23,110,101	153,738,546	15.03
North Carolina	1,317,511,745	14,330,147,287	9.19

Source: N.C. Department of Public Instruction, Division of School Planning.

TABLE 36

TOTAL COUNTY PROPERTY TAXES LEVIED
FOR SELECTED FISCAL YEARS FOR WAYNE COUNTY

	1983-84	1984-85	1985-86	1986-87	1987-88
Total Tax Rate	$ .58	$ .58	$ .61	$ .63	$ .52
Total Amount of Appraised Valuation	1,547,154,061	1,598,902,334	1,695,215,098	1,703,184,902	2,415,188,442
Total Levy for All Purposes	8,973,494	9,273,634	10,340,812	10,730,065	12,558,980

Source: N.C. Department of Revenue, Division of Tax Research.

TABLE 37

SELECTED LOCAL RESOURCES FOR WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA
1985-86

COUNTY	ADM	SELECTED PROPERTY TAXES	REVENUE IN LIEU OF PROPERTY TAXES	FINES	LICENSE TAX	EXCISE STAMP TAX	SALES TAX	ABC STORE PROFITS	-----COUNTY SHARE---- INTANGIBLE PROPERTY TAX	BEVERAGE TAX	REVENUE SHARING	MISC. REVENUE	TOTALS IN MILLIONS
Wayne	17,761	$10,615,064	$ 929,686	$278,379	$ 57,868	$ 74,172	$ 4,863,619	$143,992	$ 516,673	$ 49,970	$ 982,374	$1,599,628	$ 20.1
%	--	52.78	4.62	1.38	.29	.37	24.18	.72	2.57	.25	4.88	7.95	--
Duplin	8,122	5,531,338	16,741	--	6,463	20,739	1,858,242	57,261	178,326	--	752,234	396,227	8.8
%	--	62.73	.19	--	.07	.24	21.07	.65	2.02	--	8.53	4.49	--
Greene	2,868	2,545,911	4,255	--	6,575	--	661,060	--	89,994	56,810	275,558	226,893	3.8
%	--	65.84	.11	--	.17	--	17.09	--	2.33	1.47	7.13	5.87	--
Johnston	14,415	11,751,771	32,917	--	22,431	--	4,263,831	--	483,400	45,496	933,416	740,686	18.2
%	--	64.31	.18	--	.12	--	23.33	--	2.65	.25	5.11	4.05	--
Lenoir	11,182	8,718,088	157,939	266,285	25,599	45,659	3,188,247	230,645	496,213	123,189	819,284	1,035,636	15.1
%	--	57.71	1.05	1.76	.17	.30	21.10	1.53	3.28	.82	5.42	6.86	--
Sampson	9,373	7,613,208	25,154	201,342	7,117	23,536	2,357,628	--	278,182	--	873,440	600,362	11.9
%	--	63.55	.21	1.68	.06	.20	19.67	--	2.32	--	7.29	5.01	--
Wilson	12,257	11,552,202	44,981	151,237	13,834	96,108	3,895,526	150,000	512,490	102,597	835,851	1,881,391	19.2
%	--	60.05	.23	.79	.07	.50	20.25	.78	2.66	.53	4.35	9.78	--
TOTALS	75,978	58,327,582	1,211,673	897,243	139,887	260,214	21,088,153	581,898	2,555,278	378,062	5,472,157	6,480,823	97.3
%	--	59.89	1.24	.92	.14	.27	21.65	.60	2.62	.39	5.62	6.65	--
6 Surrounding Counties	58,217	47,712,518	281,987	618,864	82,019	186,042	16,224,534	437,906	2,038,605	328,092	4,489,783	4,881,195	77.2
Per Pupil	--	819.56	4.84	10.63	1.41	3.20	278.69	7.52	35.02	5.64	77.12	83.84	Dollars 1,327.47
Wayne Per Pupil	--	597.66	52.34	15.67	3.26	4.18	273.84	8.11	29.09	2.81	55.31	90.06	1,132.34
N.C. Per Pupil	1,075,289	1,042.80	11.47	16.50	2.62	11.60	314.29	12.50	50.52	7.28	64.64	320.61	1,854.84

Sources: Reports of "Annual County Financial Information," filed with the N.C. Department of State Treasurer, State and Local Government Finance Division; N.C. Department of Public Instruction, Office of Federal Relations; and the "Annual Financial Reports," completed by administrative units and filed with the N.C. Department of Public Education, Division of Planning and Research.

TABLE 38

SELECTED LOCAL RESOURCES AND LOCAL EXPENDITURES FOR SCHOOLS IN WAYNE COUNTY

YEAR	SELECTED LOCAL RESOURCES AVAILABLE TO COUNTY GOVERNMENTS	SCHOOLS				
		LOCAL CURRENT EXPENSE	% OF LOCAL RESOURCES	LOCAL CAPITAL OUTLAY	% OF LOCAL RESOURCES	TOTAL % OF LOCAL RESOURCES FOR SCHOOLS
1974	$ 8,938,638	$ 1,959,150	21.92	$ 350,076	3.92	25.83
1975	9,811,431	2,492,657	25.41	701,338	7.15	32.55
1976	10,165,664	3,154,247	31.03	719,424	7.08	38.11
1977	11,074,512	3,404,328	30.74	725,985	6.56	37.30
1978	12,080,586	4,874,506	40.35	1,354,263	11.21	51.56
1979	13,181,740	4,934,296	37.43	2,025,226	15.36	52.80
1980	13,369,019	6,463,521	48.35	1,215,035	9.09	57.44
1981	15,420,216	6,750,399	43.78	528,180	3.43	47.21
1982	15,587,275	6,876,744	44.12	634,514	4.07	48.19
1983	16,167,327	6,912,606	42.76	662,838	4.10	46.86
1984	17,127,814	7,657,910	44.71	2,290,713	13.37	58.08
1985	18,715,942	8,329,133	44.50	1,802,889	9.63	54.13
1986	20,111,425	6,345,835	31.55	2,118,686	10.53	42.08

Note: For 1981 through 1986, new sources of data permitted a more inclusive list of local resources available to county governments. Therefore, what appears to be a decline in the percent of local resources going to public schools may be the result of the change in the local resources which are being considered.

Source: N.C. Department of Public Instruction, Division of School Planning, School Finance.

TABLE 39

LOCAL EXPENDITURES FOR WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA
1985-86

COUNTY	ADM	LOCAL CURRENT EXPENSE		LOCAL CAPITAL OUTLAY		INTEREST ON DEBT SERVICE		TOTAL EXPENDITURES		TOTAL OF SELECT LOCAL RESOURCES
		AMOUNT	% OF LOCAL RESOURCES	AMOUNT	% OF LOCAL RESOURCES	AMOUNT	% OF LOCAL RESOURCES	AMOUNT	% OF LOCAL RESOURCES	
Wayne	17,761	$ 6,345,835	31.55	$2,118,686	10.53	$ 4,003	.02	$ 8,468,524	42.11	$20,111,425
Duplin	8,122	2,612,534	29.63	450,985	5.11	--	--	3,063,519	34.74	8,817,571
Greene	2,868	1,393,457	36.03	351,200	9.08	--	--	1,744,657	45.12	3,867,056
Johnston	14,415	5,621,489	30.76	619,468	3.39	20,671	.11	6,261,628	34.27	18,273,948
Lenoir	11,182	6,215,788	41.15	917,639	6.07	210,675	1.39	7,344,102	48.61	15,106,784
Sampson	9,373	4,163,538	34.75	719,545	6.01	119,073	.99	5,002,156	41.75	11,979,969
Wilson	12,257	5,705,128	29.66	3,359,570	17.46	--	--	9,064,698	47.12	19,236,217
TOTALS	75,978	32,057,769	32.92	8,537,093	8.77	354,422	.36	40,949,284	42.05	97,392,970
6 Surrounding Counties	58,217	25,711,934	--	6,418,407	--	350,419	--	32,480,760	--	77,281,545
										DOLLARS
Per Pupil	--	441.66	33.27	110.25	8.31	6.02	.45	557.93	42.03	1,327.47
Wayne Per Pupil	--	357.29	31.55	119.29	10.53	.23	.02	476.80	42.11	1,132.34
N.C. Per Pupil	1,075,289	587.40	31.67	139.20	7.50	22.77	1.23	749.37	40.40	1,854.84

Sources: Reports of "Annual County Financial Information," filed with the N.C. Department of State Treasurer, State and Local Government Finance Division; N.C. Department of Public Instruction, Office of Federal Relations; and the "Annual Financial Reports," completed by administrative units and filed with the N.C. Department of Public Education, Division of Planning and Research.

TABLE 40

SELECTED LOCAL RESOURCES PER PUPIL
IN WAYNE COUNTY, SURROUNDING COUNTIES AND NORTH CAROLINA
1985-86

COUNTY	ADM	SELECTED LOCAL RESOURCES	LOCAL RESOURCES PER PUPIL
Wayne	17,761	$ 20,111,425	$1,132.34
Duplin	8,122	8,817,571	1,085.64
Greene	2,868	3,867,056	1,348.35
Johnston	14,415	18,273,948	1,267.70
Lenoir	11,182	15,106,784	1,350.99
Sampson	9,373	11,979,969	1,278.14
Wilson	12,257	19,236,217	1,569.41
Average of 6 Surrounding Counties	58,217	77,281,545	1,327.47
North Carolina	1,075,289	1,994,485,186	1,854.84

Sources: "Annual County Financial Information for the Fiscal Year Ending June 30, 1986," filed with the N.C. Department of State Treasurer, State and Local Government Finance Division; N.C. Department of Public Instruction, Office of Federal Relations; and N.C. Department of Public Education, Controller's Office, Information Center.

TABLE 41

CURRENT EXPENSE EXPENDITURES PER PUPIL
FOR GOLDSBORO CITY, SURROUNDING UNITS AND NORTH CAROLINA

UNIT	SOURCE OF FUNDS	PER PUPIL COST (PPC) FOR CURRENT EXPENSE				
		1982-83	1983-84	1984-85	1985-86	1986-87
Goldsboro City	ADM	4,981	4,928	4,891	4,810	4,715
	State PPC	$1,383.13	$1,481.38	$1,676.83	$2,000.44	$2,165.65
	Federal PPC	366.94	424.35	440.31	495.62	488.10
	Local PPC	477.37	604.89	575.93	496.01	515.98
	Total PPC	2,227.44	2,510.62	2,693.07	2,992.07	3,169.73
Average of 9 Surrounding Units	ADM	73,126	72,479	71,847	71,168	70,923
	State PPC	1,368.19	1,473.17	1,713.57	2,020.88	2,150.42
	Federal PPC	284.96	289.21	298.48	318.85	312.01
	Local PPC	413.25	462.58	510.68	516.01	551.83
	Total PPC	2,066.40	2,224.96	2,522.73	2,855.74	3,014.26
North Carolina	ADM	1,092,930	1,084,728	1,078,700	1,075,289	1,073,524
	State PPC	1,344.98	1,445.75	1,687.55	1,975.01	2,130.29
	Federal PPC	220.06	231.73	238.37	250.76	243.02
	Local PPC	523.54	579.94	648.93	689.00	744.85
	Total PPC	2,088.58	2,257.42	2,574.85	2,914.77	3,118.16

(continued)

Current Expense Expenditures Per Pupil (continued)

UNIT	SOURCE OF FUNDS	PER PUPIL COST (PPC) FOR CURRENT EXPENSE				
		1982-83	1983-84	1984-85	1985-86	1986-87
Duplin	ADM	8,366	8,297	8,174	8,122	7,977
	State PPC	$1,405.11	$1,517.18	$1,784.71	$2,078.10	$2,229.44
	Federal PPC	311.47	337.14	363.42	329.29	316.31
	Local PPC	323.54	311.42	329.56	386.61	415.03
	Total PPC	2,040.12	2,165.74	2,477.69	2,794.00	2,960.78
Greene	ADM	3,030	2,968	2,895	2,868	2,808
	State PPC	1,454.80	1,601.42	1,871.05	2,385.37	2,500.67
	Federal PPC	447.20	435.79	425.81	374.78	395.91
	Local PPC	517.88	575.03	644.67	567.22	578.59
	Total PPC	2,419.88	2,612.24	2,941.53	3,327.37	3,475.17
Johnston	ADM	14,407	14,387	14,414	14,415	14,373
	State PPC	1,340.64	1,421.46	1,647.96	1,946.77	2,052.28
	Federal PPC	218.22	214.42	238.14	239.77	239.65
	Local PPC	438.55	490.01	520.87	509.36	526.48
	Total PPC	1,997.41	2,125.89	2,406.97	2,695.90	2,818.41
Lenoir	ADM	6,393	6,421	6,429	6,347	6,354
	State PPC	1,431.81	1,520.72	1,793.09	2,139.63	2,268.88
	Federal PPC	304.45	315.27	293.80	303.74	297.21
	Local PPC	424.32	532.72	519.68	662.96	624.60
	Total PPC	2,160.58	2,368.71	2,606.57	3,106.33	3,190.69
Kinston City	ADM	4,962	4,931	4,843	4,835	4,832
	State PPC	1,347.44	1,428.77	1,691.49	1,963.28	2,085.69
	Federal PPC	369.56	361.98	390.81	434.14	417.54
	Local PPC	491.27	576.68	623.45	623.77	685.68
	Total PPC	2,208.27	2,367.43	2,705.75	3,021.19	3,188.91

(continued)

Current Expense Expenditures Per Pupil (continued)

UNIT	SOURCE OF FUNDS	PER PUPIL COST (PPC) FOR CURRENT EXPENSE				
		1982-83	1983-84	1984-85	1985-86	1986-87
Sampson	ADM	6,998	6,861	6,673	6,627	6,495
	State PPC	$1,431.70	$1,578.84	$1,827.53	$2,083.82	$2,333.74
	Federal PPC	413.99	397.14	430.46	402.93	365.29
	Local PPC	270.73	382.47	456.78	472.51	605.40
	Total PPC	2,116.42	2,358.45	2,714.77	2,959.26	3,304.43
Clinton City	ADM	2,839	2,793	2,773	2,746	2,730
	State PPC	1,383.62	1,475.52	1,699.06	1,961.18	2,132.62
	Federal PPC	310.89	289.42	246.04	275.67	241.15
	Local PPC	547.95	592.87	731.49	661.99	838.69
	Total PPC	2,242.46	2,357.81	2,676.59	2,898.84	3,212.46
Wayne	ADM	13,333	13,116	13,195	12,951	13,153
	State PPC	1,329.47	1,451.47	1,659.77	1,969.05	2,061.14
	Federal PPC	204.22	214.04	205.36	330.19	337.49
	Local PPC	420.96	463.87	534.77	434.59	414.66
	Total PPC	1,954.65	2,129.38	2,399.90	2,733.83	2,813.29
Wilson	ADM	12,798	12,705	12,451	12,257	12,201
	State PPC	1,332.98	1,431.07	1,672.91	1,980.18	2,100.36
	Federal PPC	269.66	286.23	302.22	306.39	301.07
	Local PPC	422.92	437.52	492.30	555.81	629.25
	Total PPC	2,025.56	2,154.82	2,467.43	2,842.38	3,030.68

Note: School food service sales have been included in the local and total per pupil expenditures for all five years.

Source: N.C. Department of Public Education, Controller's Office, Information Center, "Current Expense Disbursements by Source of Funds" and Statistical Profile, 1984, 1985, 1986 and 1987.

TABLE 42

PER PUPIL EXPENDITURES FOR OPERATION AND MAINTENANCE OF PLANT
FOR GOLDSBORO CITY, SURROUNDING UNITS AND NORTH CAROLINA

UNIT	OPERATION OF PLANT (PER PUPIL)	MAINTENANCE OF PLANT (PER PUPIL)
Goldsboro City	$ 187.45	$ 61.76
Duplin	139.08	65.40
Greene	182.05	97.65
Johnston	151.24	49.77
Lenoir	170.07	80.93
Kinston City	210.41	70.17
Sampson	165.19	92.04
Clinton City	185.02	117.86
Wayne	130.29	95.86
Wilson	164.56	65.44
North Carolina	168.01	86.57

Source: N.C. Department of Public Education, Controller's Office, Information Center, "Current Expense Expenditures by Source of Funds, 1986-87."

TABLE 43

LOCALLY PAID PROFESSIONAL STAFF
IN GOLDSBORO CITY, SURROUNDING UNITS AND NORTH CAROLINA

UNIT	LOCALLY PAID PROFESSIONAL STAFF	PERCENT OF TOTAL PROFESSIONAL STAFF PAID LOCALLY
Goldsboro City	15.54	4.55
Duplin	20.39	3.60
Greene	4.23	2.17
Johnston	43.00	4.68
Lenoir	23.00	5.45
Kinston City	39.18	11.31
Sampson	21.22	4.90
Clinton City	15.84	8.89
Wayne	43.78	5.32
Wilson	57.70	7.08
North Carolina	5,910.99	8.27

Source: N.C. Department of Public Education, Division of Management Information Systems, "Teacher Certification Professional Personnel" file, 1986-87.

TABLE 44

LOCAL FEES CHARGED TO PUPILS IN GOLDSBORO CITY

TYPE OF FEE	ELEMENTARY SCHOOLS FEES		JUNIOR HIGH FEES		HIGH SCHOOL FEES	
	NO.	AMOUNT	NO.	AMOUNT	NO.	AMOUNT
Grade-Subject and Special Charge to All Pupils	--	--	--	--	--	--
Instructional Supplies	--	--	--	--	--	--
Vocational Education	--	--	--	--	--	--
Business Education	--	--	--	--	--	--
Science	--	--	--	--	--	--
Art and Music	--	--	--	--	--	--
Activities and Clubs	--	--	--	--	--	--
General Courses	--	--	--	--	--	--
Miscellaneous	--	--	--	--	--	--

Source: Local administrative unit, 1987-88.

TABLE 45

PUBLIC SCHOOL PERSONNEL SUMMARY FOR GOLDSBORO CITY
1987-88

PERSONNEL	SOURCE OF FUNDS				
	STATE	FEDERAL	LOCAL	VOCATIONAL	TOTAL
Officials, Administrators, Managers	9	2	--	1	12
Principals	7	--	--	--	7
Assistant Principals, Teaching	1	--	--	--	1
Assistant Principals, Nonteaching	7	--	--	--	7
Elementary Classroom Teachers	100	2	1	--	103
Secondary Classroom Teachers	58	--	1	--	59
Other Classroom Teachers	47	20	9	20	96
Guidance	5	1	--	3	9
Psychological	1	2	--	--	3
Librarians/Audiovisual Staff	7	--	--	--	7
Consultants, Supervisors of Instruc.	--	--	--	--	--
Other Professional Staff	8	4	9	--	21
Teacher Aides	59	6	25	--	90
Technicians	1	1	1	--	3
Clerical/Secretarial Staff	13	2	14	--	29
Service Workers	7	--	80	--	87
Skilled Crafts	5	--	6	--	11
Laborers, Unskilled	--	--	--	--	--
TOTAL	335	40	146	24	545

Note: Full-time personnel only.

Source: Statistical Profile, North Carolina Public Schools, 1988.

TABLE 46

CERTIFIED PERSONNEL BY SOURCE OF FUNDS FOR GOLDSBORO CITY

	STATE		LOCAL		FEDERAL		VOCATIONAL		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER
Superintendent	1.00	100.00	--	--	--	--	--	--	1.00
Assistant and Associate Superintendents	1.50	75.00	.50	25.00	--	--	--	--	2.00
Supervisors, ESEA Directors, and ESEA Coordinators	3.00	50.08	--	--	1.99	33.22	1.00	16.69	5.99
Attendance, Health, Psychological, and Social Services Personnel	2.10	72.91	--	--	.78	27.08	--	--	2.88
Unit Wide Staff	--	--	--	--	.60	100.00	--	--	.60
Elementary Personnel	192.89	85.47	9.79	4.33	22.98	10.18	--	--	225.66
High School Personnel	72.13	92.32	5.25	6.71	.75	.95	--	--	78.13
Vocational Personnel	--	--	--	--	--	--	24.99	100.00	24.99
UNIT TOTALS	272.62	79.88	15.54	4.55	27.10	7.94	25.99	7.61	341.25
REGIONAL TOTALS	4,102.84	81.65	283.88	5.65	255.81	5.09	381.78	7.59	5,024.31
STATE TOTALS	57,769.68	80.83	5,910.99	8.27	3,020.64	4.22	4,769.16	6.67	71,470.47

Source: N.C. Department of Public Education, Division of Management Information Systems, 1986-87.

TABLE 47

LOCAL SALARY SUPPLEMENTS PAID TEACHERS
IN GOLDSBORO CITY AND SURROUNDING UNITS

UNIT	68 MINIMUM	70 MAXIMUM
Goldsboro City	$340	$ 540
Duplin	--	--
Greene	100	800
Johnston	300	600
Lenoir	--	--
Kinston City	300	463
Sampson	--	--
Clinton City	105	650
Wayne	395	655
Wilson	702	1,165

Source: N.C. Association of Educators, Department of Research, "Salary Supplements Paid by Local Units, 1987-88."

TABLE 48

CAPITAL OUTLAY EXPENDITURES FOR GOLDSBORO CITY

	1982-83	1983-84	1984-85	1985-86	1986-87
Projects in Categories I & II	$ 259,623.00	$ 475,695.18	$ 506,036.86	$ 728,644.86	$ 871,534.20
Projects in Category III	28,032.00	--	28,504.26	42,772.75	14,317.88
Total	287,655.00	475,695.18	534,541.12	771,417.61	885,852.08

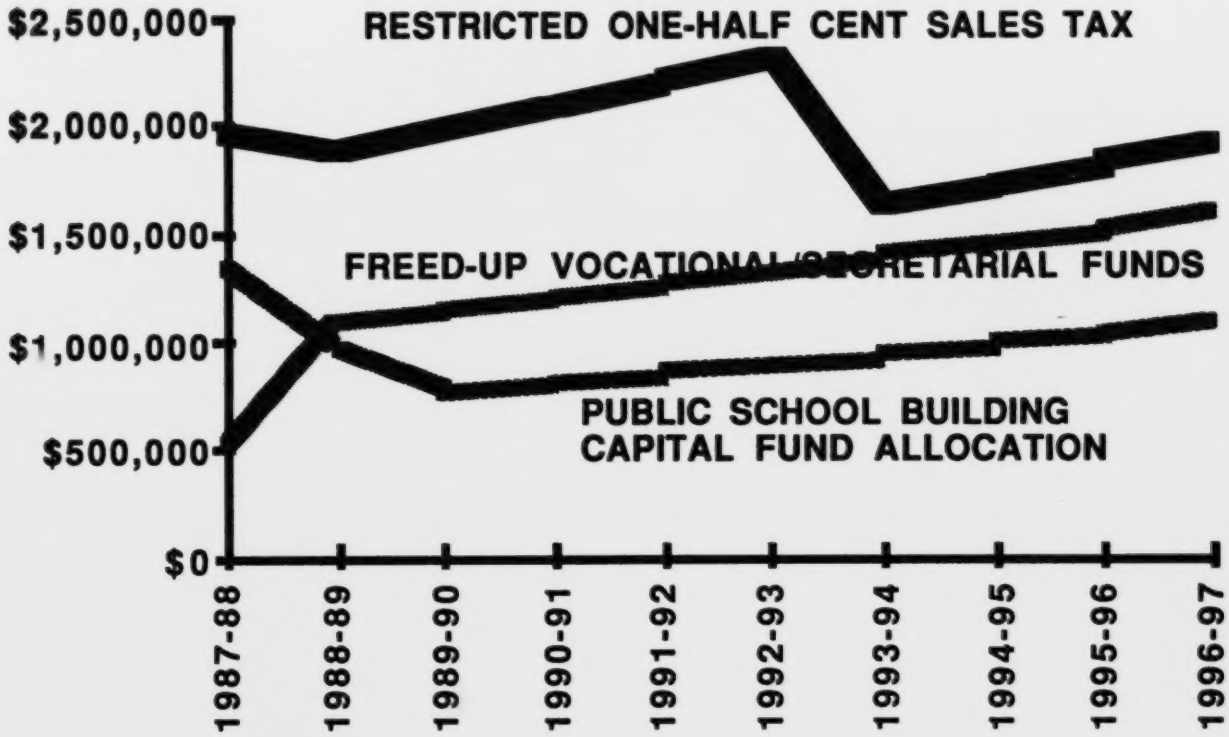
Note: Projects in Categories I and II include the following: Acquisition of real property; construction, reconstruction, enlargement, renovation or replacement of buildings and other structures for school purposes; and acquisition or replacement of furnishings and equipment.

Projects in Category III include the following: Acquisitions of school buses, activity buses, and other motor vehicles.

Source: N.C. Department of Public Education, Controller's Office, Information Center, "Financial Report North Carolina Public School System."

GRAPH 2

Sources of Revenue for School Construction In Wayne County



SUMMARY OF FINDINGS

- Wayne County's taxable property was last revalued in 1987. In 1987, the evaluation of the taxable property was $2,415,188,442.

- The countywide property tax rate for Wayne County is $.52.

- During the 13 year period, 1973-74 to 1985-86, Wayne County spent over $15 million dollars on capital improvements to its schools. This represents an investment of local monies of 8.3 percent of all the dollars available to the county during that period of time. This is lower than the North Carolina average of 9.2 percent and lower than four of the seven surrounding counties. Between the 1982-83 school year and the 1986-87 school year, Goldsboro City spent over $2,841,534 for capital improvements.

- Local funds available to county governments are derived from a number of sources. These include property taxes, intangible property tax, beverage tax, revenue sharing, sales tax, excise stamp tax, fines, etc. In 1985-86, the total local resources available to Wayne County was in excess of $20 million dollars.

- In 1985-86, total local resources per pupil in Wayne County was $1,132.34. The state average during this time period was $1,854.84.

- In 1985-86, 31.6 percent of Wayne County's total resources were allocated for current expense items in the public schools. The North Carolina average for current expense for that year was 31.7 percent.

- During the 13 year period from 1973-74 to 1985-86, the percentage of local resources for capital outlay for the school systems in Wayne County ranged from a low of 3.9 percent in 1973-74 to a high of 15.4 percent in 1978-79.

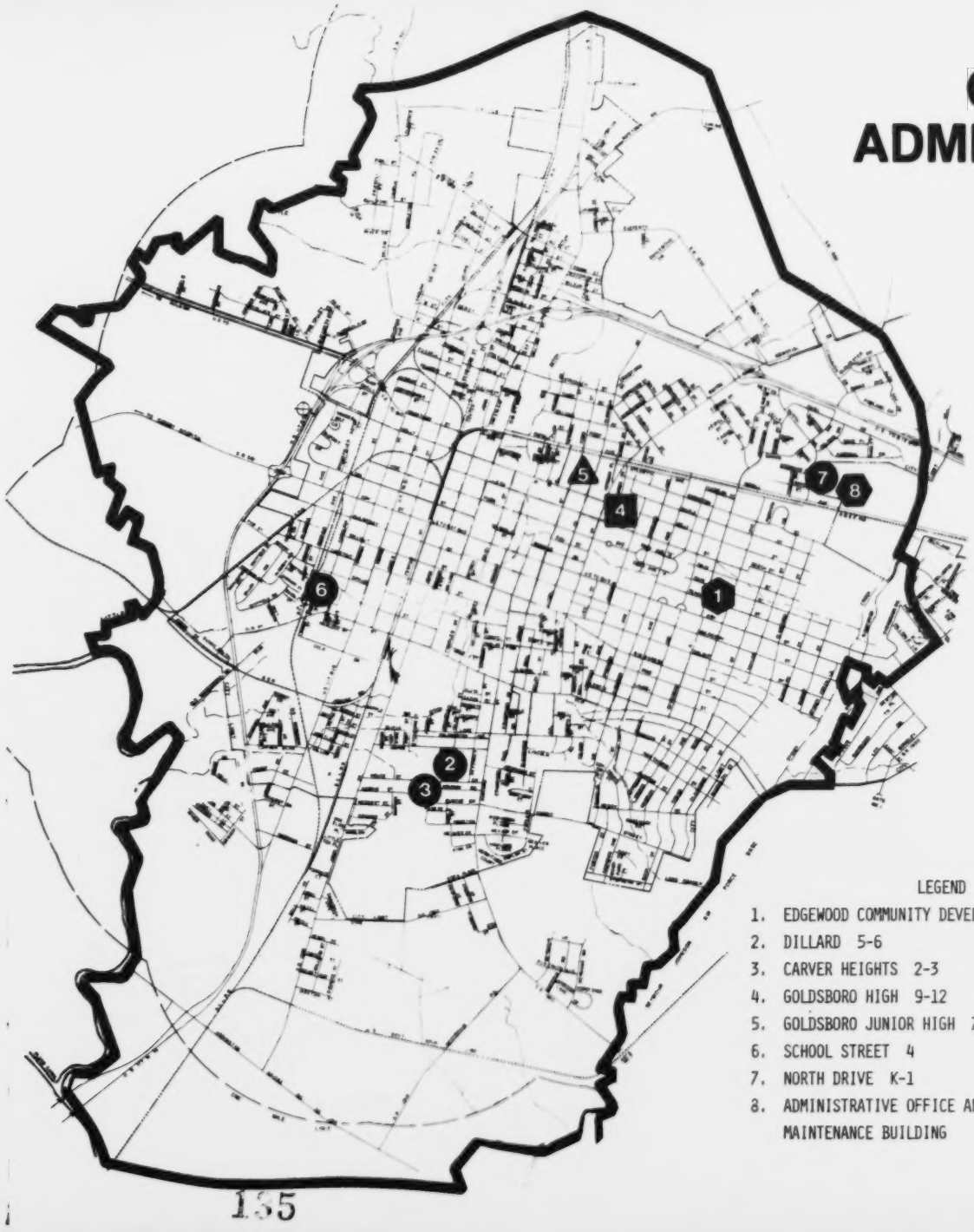
- In 1986-87, the Goldsboro City Administrative Unit had a local per pupil expenditure of $515.98, while the state average was $744.86.

- In 1986-87, the Goldsboro City School System spent $61.76 per pupil for maintenance of plant. With the exception of Johnston County, all other school systems in the immediate vicinity of Goldsboro spent more for maintenance of plant.

- There is generally a relationship between the number of locally paid teachers and the strength of such programs as art, music, guidance, media and vocational education. In 1986-87, the Goldsboro City Administrative Unit employed 15.5 teachers from local funds representing 4.6 percent of the total staff. The average percentage statewide of staff employed from local funds for the same year was 8.3 percent.

SCHOOL FACILITIES: OVERVIEW - EVALUATIONS

GOLDSBORO ADMINISTRATIVE UNIT 1988-89



KEY

- ELEMENTARY
- JUNIOR HIGH
- HIGH
- ADMINISTRATIVE OFFICE AND MAINTENANCE BUILDING
- SPECIAL EDUCATION

LEGEND

1. EDGEWOOD COMMUNITY DEVELOPMENTAL SCHOOL SP-ED
2. DILLARD 5-6
3. CARVER HEIGHTS 2-3
4. GOLDSBORO HIGH 9-12
5. GOLDSBORO JUNIOR HIGH 7-8
6. SCHOOL STREET 4
7. NORTH DRIVE K-1
8. ADMINISTRATIVE OFFICE AND MAINTENANCE BUILDING

A GENERAL ANALYSIS

School Facilities

The school facilities in Goldsboro City are generally of substantial quality and have been well maintained over the years. The school system has a total of 16 buildings including six elementary and secondary schools; a special school for handicapped students and the central office. With the exception of one building (composed of 2 teaching stations) on the Goldsboro Junior High School campus, all facilities are of medium-to-long-range use.

This section of the survey is designed to provide the user with information relative to the general condition and educational adequacy of the various educational facilities in Goldsboro City. It contains an Architectural/Engineering and Educational evaluation of each school in the administrative unit. In addition, charts are presented which illustrate the spaces available in each school allowing for the implementation of educational programs as prescribed by the North Carolina Basic Education Program.

PROCEDURES AND CRITERIA

In order to ensure uniformity of the visits and the resulting evaluation, the survey committee agreed to identify specific features of construction, design, condition, and educational adequacy which were apparent during the brief on-site visit. For a more in-depth study, please contact the Division of School Planning. The following features were identified by the committee and served as the guide for all visits:

- o Adequacy of Site
  - . Location
  - . Size
  - . Development
  - . Traffic Control and Parking
  - . Drainage
- o Adequacy of Design
  - . Educational Efficiency
  - . Flexibility
  - . Safety
  - . Student Traffic Efficiency
  - . Provisions for Handicapped
  - . Adequacy of Specialized Areas
  - . Optimal Student Capacity
  - . Temporary Classrooms
  - . Basic Design
- o Construction
  - . Structural Faults, Leaks, Cracks
  - . Roof Condition and Life Expectancy
  - . Adequacy of Service Areas -- Kitchen, Restrooms, etc.
  - . Substandard Classrooms
  - . Surface Finishes and General Condition

o Mechanical Systems -- Adequacy and Life Expectancy

. Electrical System
. Heat, Air-conditioning, Ventilation
. Water and Sewage

The committee attempted to define specific categories to which buildings could be designated. Such categorization it was felt would simplify the task of individual school evaluation and long-range planning. The categories described below consider the age, type of construction, apparent condition and design adequacy, life expectancy, feasibility of renovation, and mechanical adequacy.

I - Excellent (long-range)	30 years plus	Buildings which are of quality construction, of good design to accommodate a modern educational program, and flexible enough to be adapted to changing educational programs. Excellent physical condition. Modern mechanical systems with air-conditioning typical. Meets all modern code requirements including handicapped use requirements. Renovation or alteration feasible if required.
II - Very Good (long-range)	15 years plus	Buildings of sound construction, above average condition, adequate in design for a modern educational program, and affords some flexibility to accommodate changing programs. Renovation feasible. Meets present day building code requirements, but may have handicapped code deficiencies. Mechanical systems adequate.

III - Good (medium-range)	10 years plus	Buildings of average construction which meet minimum building code requirements. Design is generally adequate, but may have some features which are inflexible and limiting to educational programs. Average physical condition. May not provide handicapped accessibility. Mechanical systems average or better. Renovation usually feasible.
IV - Fair (short-range)	5 years plus	Buildings of marginal adequacy in construction and condition. Design is typically inadequate for a modern educational program and too inflexible to be adapted. May not meet present day code requirements and may not provide handicapped accessibility. Mechanical systems may be obsolete and in poor condition. Major renovation probably not economically feasible. Typically, should only be maintained for health and safety until replaced.
V - Poor (phase out)	3 years plus	Buildings which are educationally inadequate in construction, design, and flexibility. May not meet present day code requirements for existing facilities, including handicapped accessibility. Mechanical systems may be obsolete or inadequate. Renovation or modification is not economically feasible nor recommended. Should be phased out as soon as possible.

Similarly, the committee agreed upon a definite set of criteria with which optimal student capacity could be determined and the adequacy of site, media centers, cafeterias, and classrooms

could be rated. The standards agreed upon by the committee to serve as the criteria upon which to judge facilities are defined below:

Optimal Capacity

In computing the optimal capacity for secondary schools, the total number of teaching stations was multiplied by the factor of 20 which represents an estimated average number of pupils utilizing these spaces 90% of the school day. Teaching stations were calculated on the basis of one for each regular classroom, shop or specialized area such as art, music, home economics, and laboratories. Gymnasiums were counted as two teaching stations.

An elementary school's optimal capacity was calculated as simply the multiple of the number of classrooms x 22 students. Specialized areas such as art, music, gymnasium, and auditorium were not calculated in the capacity formula for elementary schools as these spaces are supplementary and not primary teaching stations. The optimal capacity reflects the need for other specialized areas for small groups, special programs, tutors, and aides.

In calculating optimal capacity, a factor of 22 and 20 students per classroom for elementary schools and secondary schools respectively was used. This factor does not take into consideration the fact that many classrooms legally exceed these enrollment figures. Capacity, also, is not an exact quantity. It represents an approximate number of students which a building can accommodate efficiently. This should be kept in mind when using this report for the purpose of planning building and budget needs.

Membership

Membership represents the latest average daily membership as reported by the schools.

Classroom Teachers

Classroom teachers include teachers who must be provided a teaching station on a full-time basis. It excludes administrators, librarians, guidance counselors.

Site

The adequacy of school sites is based on the minimum standard of 10 acres plus one additional acre for every 100 students at elementary schools, 15 acres plus one additional acre for every 100 pupils for middle schools, 20 acres plus one additional acre for every 100 pupils at junior high schools and 30 acres plus one additional acre for every 100 pupils at high schools. Site adequacy has been stated in terms of the percentage of the required acreage or the ratio between the actual site size and the minimum standard.

Media Center

The adequacy of the library or media center has been calculated on the basis of a minimum standard of 4 square feet per student of the school's optimal capacity or with a minimum of 1,600 square feet. This adequacy is stated as the percent the library-media center is of the minimum standard.

Cafeteria

The adequacy of the cafeteria has been judged against a minimum standard of 10 square feet per student for elementary schools and 12 square feet per student for secondary schools, estimating 35% of the school's optimal capacity occupying the cafeteria at one time; thus, cafeteria adequacy = optimal capacity x 35% x 10 square feet for elementary schools and optimal capacity x 35% x 12 square feet for secondary schools.

Classrooms

Ideally, kindergarten classrooms should meet the minimum size of 1,200 square feet, and primary classrooms 1-3 should meet the minimum size of 1,000-1,200 square feet. Kindergarten and primary teaching stations should be equipped with adequate storage, work areas, sinks and toilets. Elementary classrooms should meet the minimum size of 850-1,000 square feet and be equipped with adequate storage, work areas and sinks. In figuring capacity, classrooms approaching but not meeting these standards have been counted realizing the necessity of their use in the existing situation.

Specialized Areas

All schools should have classrooms designed for specific purposes. In the elementary school they include: music - a minimum of 850-1,000 square feet; project room for art, science, crafts, etc. - at least 1,000-1,400 square feet; small group or resource areas for remediation, speech and exceptional children programs - 450 square feet. Elementary schools should also have a multipurpose area for indoor activities.

Middle schools and junior high schools should have many of the same specialized areas listed above; they should also have laboratories and shops for vocational exploration classes, and a large multipurpose area or gymnasium.

Most areas in a secondary school are designed for a specific purpose. Descriptions of these teaching areas are not included in this section as space will not permit. A complete list of recommended elementary, middle, junior and senior high school teaching areas and their recommended sizes is included in the North Carolina Public Schools Facility Standards: A Guide for Planning New School Facilities and Evaluating Existing School Facilities.

Handicapped Utilization

The following evaluations are based upon the requirements of Section 504 of the Rehabilitation Act of 1973 and upon the requirements of the North Carolina Building Code. These evaluations are used to determine the suitability of school buildings for use by handicapped persons.

A. A school building given this rating (A) generally meets the code requirements as defined and is suitable for use by handicapped persons.

B. A school building given this rating (B) needs some modifications in order to meet the code requirements and in order to be used satisfactorily by handicapped persons.

C. A school building given this rating (C) needs substantial modifications which are likely to require the services of design professionals in order to meet the code requirements

and in order to be used satisfactorily by handicapped persons.

Each building has been rated by degree of accessibility for the handicapped. It should be noted that these ratings do not indicate the age, condition, or long-range usability of any building. Many buildings considered adequate for long-range use have handicap restrictions which could be corrected by elevators, ramps, or even covered, ramped walks on the exterior of the building. It should also be noted that buildings high on the priority list for phasing out could be easily accessible to the handicapped.

Some of the above criteria were derived for purposes of this report. Others are based on the recommended minimum facility standards adopted by the State Board of Education. Even though existing facilities are not required to conform to these recommended minimum standards, future additions and renovations to existing buildings may want to comply. For this reason, the committee has used the recommended minimum facility standards in its evaluations.

EDGEWOOD COMMUNITY DEVELOPMENT CENTER

General Information

- o SDPI School Number - 962-304
- o DSP Property Number - 962-3474
- o Size of Site - 4.20 acres
- o Grades Housed - Special Education
- o Membership (First Month ADM, 1988-89) - 101
- o Capacity - 352 (for regular school)
- o Total Classroom Teachers (1988-89) - 14
- o Water Supply System - Municipal
- o Sewage Disposal System - Municipal
- o Mobile Units - 0

Building Number	Year Constructed	Type and Use of Building	No. of Teaching Stations	Building Category	Handicap Category
01	1948/52/62	Classroom/ Administration/ Cafeteria/ Auditorium	6	III	A
02	1952	Classroom	6	III	A
03	1974	Classroom	4	I	A
		Total	16		

Architectural/Engineering Evaluation

Building Number 01 - Single-story structure. Non-combustible construction of masonry exterior walls, brick veneer, plaster walls and fiberboard tile ceilings, resilient tile floors in the corridors and some of the classrooms and carpeting in some areas. Fluorescent lighting in the classrooms with incandescent in the corridors and auditorium. Some window air-conditioning units. Metal canopy has been installed with a drive-through cover to allow covered access to the building. Textbook storage in rear of the auditorium near the lobby. An oil-fired boiler provides steam heat to all buildings. In-floor heating system will be replaced.

EDGEWOOD COMMUNITY DEVELOPMENT CENTER (continued)

Building Number 02 - Single-story structure. Non-combustible cinder block, brick veneer, plaster walls and fiberboard tile ceilings. Resilient tile floors in many areas with some carpeting. Non-code luan paneling divides two classrooms. Fluorescent lighting fixtures. Heated from building 2.

Building Number 03 - Single-story structure. Non-combustible construction of concrete block, brick veneer, concrete slab floors with carpet in the classroom areas and ceramic tile in the art area. Lay-in ceilings with fluorescent and incandescent lighting. Covered walk connects building 1. Electrically heated and air-conditioned.

Site Evaluation

A very small site in a residential section. Grassed play areas. Minimal amount of parking space available. Additional landscaping is recommended with a solution to the parking problems.

Educational Evaluations

Edgewood Community Development Center is a substantial educational facility serving a variety of handicapped students from both the Wayne County and Goldsboro City School Systems. Since handicapped students require considerably more space and attention than the traditional student using the same facilities, all major spaces, with the exception of the cafeteria have been converted for specific instructional purposes. The auditorium has been converted into an indoor play area and resource room.

Edgewood has the capacity to accommodate 109 pupils, given its current program use and 352 if used as a regular school. With a current membership of 101 students, the facility is utilized at a rate of 92.6 percent.

Although the school has a limited membership, the cafeteria is adequate only to the degree that at least two periods are needed for lunch or other related activities. The administrative office is small with limited room for circulation in the secretary/receptionist area.

The school has been converted for handicapped accessibility with appropriate ramps, student loading areas and driveways. Ample storage space is available for instructional materials, equipment, books and custodial supplies. The building is air conditioned with window units in all areas except the auditorium.

EDGEWOOD COMMUNITY DEVELOPMENT CENTER (continued)

All appreciable areas in the building are utilized, leaving no acceptable space that can be utilized for conferencing, testing or resource offices (parents, community volunteers, etc.).

DILLARD MIDDLE SCHOOL

General Information

- o SDPI School Number - 962-314
- o DSP Property Number - 962-3475
- o Size of Site - 22.36 acres
- o Grades Housed - 5-6
- o Membership (First Month ADM, 1988-89) - 733
- o Capacity - 880
- o Total Classroom Teachers (1988-89) - 46
- o Water Supply System - Municipal
- o Sewage Disposal System - Municipal
- o Mobile Units - 1

Building Number	Year Constructed	Type and Use of Building	No. of Teaching Stations	Building Category	Handicap Category
01	1956	Classroom/ Media Center/ Administration/ Auditorium/ Gymnasium/ Cafeteria	37	III	C
02	1969	Shop	3	III	B
		Total	40		

Architectural/Engineering Evaluation

Building Number 01 - Partial two-story structure. Non-combustible construction with concrete block, brick veneer, concrete slab floors, plaster ceilings. Resilient tile over most floor surfaces with carpeting in the media center. Bar joists and metal deck roof structure. Cafeteria is air-conditioned, has vinyl tile flooring in the dining area and quarry tile flooring in the kitchen. Fluorescent lighting throughout except for incandescent in the gymnasium. The gymnasium section is fire-resistive with concrete deck ceiling supported by steel beams and bleachers are fixed concrete. With the serving lines now occupying the dining area, the seating

capacity is insufficient for the student body. The board of education plans to provide circulating chilled water to air-condition the school along with circulating hot water for the heating system. The present heating system is an oil-fired boiler with both hot water and steam heating. Non-code luan paneling has been installed in several locations.

Building Number 02 - Single-story structure of non-combustible construction. Primarily of brick and masonry walls with bar joists which support the roof deck; lay-in ceilings. Decorative luan paneling which is non-code has been utilized to divide into three classrooms. Fluorescent lighting fixtures. Based on reports, the building has a steam-heated system (the building was not accessible during the visit).

Site Evaluation

A level site located in a residential section. Good play areas. Paved parking and drives. Additional landscaping could improve the site. Some of the play areas are shared with Carver Heights Elementary School.

Educational Evaluations

The average regular classroom in this facility is smaller than is currently recommended. Specialized instructional areas are provided for music, art, band, physical education and the exceptional childrens programs.

The building in which the music and art rooms are located is a considerable distance from the main building preventing convenient student access during inclement weather. The art room lacks adequate storage, display space, and cleanup areas. The walls in the music room are adjacent to the art room and are not sound resistant. The windows in the building are near the ceiling, preventing an adequate view by occupants and creating a restrictive atmosphere. The art and music rooms are smaller than is recommended for middle school programs. The band room is also smaller than is recommended, but is conveniently located in the main building. The exceptional childrens program is located in a former shop area that has been converted into classrooms.

Dillard Middle School has the capacity to accommodate 880 pupils and a current membership of 733. The school is utilized at a rate of 83.2 percent and maintains a teaching station pupil ratio of 18.3 to 1. The pupil teacher ratio is 15.9 to 1.

The media center contains 62.9 percent of the space recommended for a middle school with the

DILLARD MIDDLE SCHOOL (continued)

capacity to accommodate 880 students. The media center has limited support space. The gymnasium contains ample space to accommodate the physical education program; however, this area needs some renovation in order to provide an optimal educational environment. The cafeteria contains sufficient space to accommodate school membership if a maximum of three seatings are utilized. The stage in the auditorium presents the opportunity to incorporate what is normally vacant space into instructional program use. The area might be used for dramatics or possibly dance instruction.

Administrative and support areas are somewhat limited both in number and in efficiency. Although the office areas are sufficient in size, they lack ample support spaces. The school lacks an administrative conference room, teacher work space and general storage space. The receptionist area could be better arranged.

The absence of an elevator makes the school inaccessible to the handicapped beyond the first floor.

(See chart B-III "Basic Education Program Spaces for Dillard Middle School")

Chart B-III

BASIC EDUCATION PROGRAM SPACES
GOLDSBORO CITY SCHOOLS DECEMBER 1988

School Dillard Grades 5-6 Capacity 880

Instructional Area	Recommended Square Footage	School Square Footage (Basic)	Difference (In Sq. Ft.)	Percent Adequate	Options Available
Kindergarten Classrooms	1,200	N/A	--	--	
1-3 Grade Classrooms	1,000-1,200	N/A	--	--	
4-6 Grade Classrooms	850-1,000	812	-38	96	
Computer Area	850-1,000	None	850	--	Classrooms
Reading/Math Labs	450	692	+242	154	
Exceptional Childrens Area	450-1,200	517	+67	115	
Project Room	1,000-1,400	772	-228	77	
Music Room	850-1,000	772	-78	91	
Media Center	3,520	2,235	-1,285	63	
Indoor Play Area	3,600	6,412	+2,812	178	
Guidance Area	450	347	-103	77	
Healthroom	200	None	-200	--	
Receptionist Area	400	544	+144	136	
Principal's Office	200	202	+2	101	
Cafeteria	3,080	3,072	-8	99.7	
Band Room	1,000-1,200	1,350	+350	135	

*One classroom used for TMH was not considered in the calculations for the exceptional children's program. This space contains 1,344 square feet.

Chart compares program spaces available in each school to modern facility recommendations.

CARVER HEIGHTS ELEMENTARY SCHOOL

General Information

- SDPI School Number - 962-316
- DSP Property Number - 962-3476
- Size of Site - 7.4 acres
- Grades Housed - 2-3
- Membership (First Month ADM, 1988-89) - 711
- Capacity - 792
- Total Classroom Teachers (1988-89) - 38
- Water Supply System - Municipal
- Sewage Disposal System - Municipal
- Mobile Units - 0

Building Number	Year Constructed	Type and Use of Building	No. of Teaching Stations	Building Category	Handicap Category
01	1966	Classrooms/ Media Center/ Gymnasium/ Cafeteria/Music/ Offices/Art	36	II	C
		Total	36		

Architectural/Engineering Evaluation

Building Number 01 - Partial two-story structure. Non-combustible construction with concrete block, brick veneer, concrete slab floor, lay-in ceilings in most areas except for metal deck in the gymnasium. Wood gymnasium floor with electric unit heating and mercury vapor lighting fixtures. Terrazzo floor in the corridor and dining area of the cafeteria with quarry tile in the kitchen. Resilient tile in classrooms. Media center is carpeted. Fluorescent lighting fixtures except for the gymnasium. A re-roofing of the entire building is scheduled. The building is air-conditioned and has electric strip heating.

CARVER HEIGHTS ELEMENTARY SCHOOL (continued)

Site Evaluation

A level site located in a residential area. Gymnasium accessible from the remainder of the buildings with covered walks that are paved with concrete. Sufficient parking and driveways. Required access to kitchen and shop areas is provided. Some of the play areas are shared with Dillard Middle School.

Educational Evaluations

Carver Heights Elementary School contains many specialized instructional spaces in addition to an adequate number of regular classrooms. The specialized areas allow the facility to adapt readily to the many programs prescribed by the Basic Education Program. The regular classrooms contain an average of 80 percent of the space recommended for primary grade classrooms. The gymnasium, music room and art room are sufficiently large enough to accommodate effectively their respective programs.. The computer lab is slightly smaller than is recommended for an independent lab. Smaller resource rooms are available and can accommodate a variety of remediation programs.

Carver Heights has the capacity to accommodate 792 students and a current membership of 711. In addition, it has a faculty membership of 38. The school is utilized at a rate of 89.7 percent and has an average of 22.2 students per regular teaching station. The faculty to student ratio is 19 to 1.

The media center contains 89 percent of the space recommended for a school with a capacity to accommodate 792 students. The cafeteria contains 94 percent of the recommended space.

The administrative area allows for adequate circulation of faculty, students and visitors. Conference and general work areas are located throughout the facility for use by teachers. However, these spaces are limited in size and none are located so as to be immediately accessible for administrative or guidance use.

While sufficient storage space is available in classrooms and for custodial supplies and equipment, limited space is available for general instructional supplies. Also, no appreciable space is available for book storage (a problem which is to be addressed in the schools long-range plan).

The facility contains only one rest room specifically designated for female faculty members despite the fact that a majority of the teachers are female. The absence of an elevator makes the school inaccessible to handicapped citizens beyond the first floor. The existence of an exterior

CARVER HEIGHTS ELEMENTARY SCHOOL (continued)

entrance to the gymnasium and cafeteria make these areas accessible for community use beyond normal school hours.

(See chart B-V "Basic Education Program Spaces for Carver Heights Elementary School")

Chart B-V

BASIC EDUCATION PROGRAM SPACES
GOLDSBORO CITY SCHOOLS DECEMBER 1988

School Carver Heights Elementary Grades 2-3 Capacity 792

Instructional Area	Recommended Square Footage	School Square Footage (Basic)	Difference (In Sq. Ft.)	Percent Adequate	Options Available
Kindergarten Classrooms	1,200	N/A	--	--	
1-3 Grade Classrooms	1,000-1,200	780	-220	78	
4-6 Grade Classrooms	850-1,000	N/A	N/A	--	
Computer Area	850-1,000	464	-386	55	
Reading/Math Labs	450	783	+333	174	
Exceptional Childrens Area	450-1,200	789	339	175	Resource
Project Room	1,000-1,400	948	-52	95	
Music Room	850-1,000	1,014	+164	119	
Media Center	3,168	2,509	-659	79	
Indoor Play Area	3,600	7,571	+3,971	210	
Guidance Area	450	392	-58	87	
Healthroom	200	224	+24	112	
Receptionist Area	400	755	+355	188	
Principal's Office	200	275	+75	138	
Cafeteria	2,772	2,609	-163	94	

Chart compares program spaces available in each school to modern facility recommendations.

GOLDSBORO JUNIOR HIGH SCHOOL

General Information

- o SDPI School Number - 962-322
- o DSP Property Number - 962-3478
- o Size of Site - 15.4 acres
- o Grades Housed - 7-8
- o Membership (First Month ADM, 1988-89) - 692
- o Capacity - 682*
- o Total Classroom Teachers (1988-89) - 53
- o Water Supply System - Municipal
- o Sewage Disposal System - Municipal
- o Mobile Units - 4 (double wide)

*Will have a capacity of 968 when proposed addition is completed.

Building Number	Year Constructed	Type and Use of Building	No. of Teaching Stations	Building Category	Handicap Category
01	1956/63	Classrooms/Media Center/Cafeteria/ Shop/Offices/ Gymtorium/Science Labs	29	III	C
02	--	Shop (Metal)	2	V	B
		Total	31		

Architectural/Engineering Evaluation

Building Number 01 - A partial two-story structure. Non-combustible construction with concrete block, brick veneer, concrete floor, plaster ceilings in classrooms and fiberboard acoustical tile in the corridors. Resilient tile floors in most areas including the dining area of the cafeteria. Quarry tile floor in the kitchen area. The wooden gymnasium floor has been damaged by termites and will be replaced. Incandescent lighting fixtures in the gymtorium, fluorescent in most of the remaining portion. Roof was replaced in 1985. Some window air-conditioners in offices, cafeteria

GOLDSBORO JUNIOR HIGH (continued)

and media center. Carpeting in the media center. Second floor has skylights in the classrooms. Fixed concrete bleachers in the gymnasium. Shower areas need additional ventilation. Need a dust collection system in the shop area which does have a concrete floor and electrical bus duct. An oil-fired boiler provides steam heat for the building. The board of education presently has an architect designing an addition to the school which will include new rooms for band, drama, chorus, dance and art plus 11 additional classrooms. The addition will include air-conditioning plus air-conditioning for the existing building. The heating system will be changed to circulating hot water so that the same piping may be used for both heating and cooling.

Building Number 02 - A single-story structure that basically includes two metal structures. These are very minimal facilities which will be replaced when the new addition is completed. These rooms are electrically heated and have window air-conditioning units.

Site Evaluation

A small site for a junior high school. Contains paved drive and parking areas. Some of the parking area will be lost with the new building addition. A covered walk connects the majority of the building areas with the cafeteria and shop area.

Educational Evaluations

Goldsboro Junior High School is a substantial structure that will accommodate the facility needs of the system for many years. The school is composed of 29 permanent teaching stations with a Category III rating and 2 teaching stations with a Category V rating. The Category III teaching stations have medium-range educational implications for the school system, while the Category V teaching stations should be abandoned as soon as more appropriate facilities are available. Additional, instructional spaces are provided in 4 double-wide mobile classrooms located on the campus.

Currently the school has the capacity to accommodate 682 pupils. However, the anticipated addition will increase capacity by an additional 286 students to 968. With a current membership of 692. The facility is utilized at a rate of 101 percent. However, when the 7 mobile classrooms are figured into this calculation, the effective rate of utilization is 82.7 percent. The current ratio of pupils per long-range teaching stations is 24:1. The current pupil teacher ratio is 14:1.

Goldsboro Junior High is not accessible to handicapped individuals. Specialized instructional spaces are inadequate for vocal music, instrumental music, and computer science and are not

GOLDSBORO JUNIOR HIGH (continued)

available for drama or dance. Regular classrooms are slightly smaller than is recommended for a middle/junior high school program. The media center is inadequate in size and is inconveniently located on the second floor of the building. The cafeteria is inadequate. Both the gymnasium and cafeteria are conducive to community use.

(See chart B-V "Basic Education Program Spaces for Goldsboro Junior High School")

Chart B-II

BASIC EDUCATION PROGRAM SPACES
GOLDSBORO CITY SCHOOLS DECEMBER 1988

School Goldsboro Junior High School Grades 7-8 Capacity 968

Instructional Area	Recommended Square Footage	School Square Footage (Basic)	Difference (In Sq. Ft.)	Percent Adequate	Options Available
Regular Classrooms	750-850	677	-73	90	
Science Lab	1,000-1,200	931	-69	93	
Choral Room	1,000-1,200	Temporary	Structure	--	
Band Room	1,000-1,200	Temporary	Structure	--	
Art Room	1,000-1,400	727	-273	73	
Computer Area	850-1,000	500	-350	59	
Reading/Math Lab	450	Temporary	Structure	--	
Exceptional Children Area	450-1,200	Temporary	Structure	--	
Career Exploration	1,300-1,500	1,542	+242	119	
Teaching Theatre	1,800-2,000	None	N/A	--	
Media Center*	3,872	1,596	-2,276	41	
Cafeteria*	3,388	3,048	-340	90	
Gymnasium	5,000	4,649	-351	93	
Guidance Area	450	272	-178	60	
Receptionist Area	400	426	+26	107	
Principals Office	200	196	-4	98	
Healthroom	150	None	150	--	

*Based on future projected capacity of 968 pupils

Chart compares program spaces available in each school to modern facility recommendations.

NORTH DRIVE

General Information

- o SDPI School Number - 962-338
- o DSP Property Number - 962-3683
- o Size of Site - 27.13 acres
- o Grades Housed - K-1
- o Membership (First Month ADM, 1988-89) - 788
- o Capacity - 814
- o Total Classroom Teachers (1988-89) - 38
- o Water Supply System - Municipal
- o Sewage Disposal System - Municipal
- o Mobile Units - 1

Includes administration and maintenance

Building Number	Year Constructed	Type and Use of Building	No. of Teaching Stations	Building Category	Handicap Category
01	1977	Classrooms/ Media Center/ Cafeteria/Offices/ Multipurpose/Art	37	I	A
		Total	37		

Architectural/Engineering Evaluation

Building Number 01 - Single-story structure. Fire-resistive construction with concrete block, brick veneer, carpeted concrete slab floor and double T concrete roof deck. Ceramic tile floor in the art area of the media center. Well equipped kitchen with a quarry tile floor, vinyl tile in the dining area. Former open play area enclosed and is heated and has window air conditioners. Kiln needs venting. Lay-in ceilings. Fluorescent lighting fixture throughout with some decorative incandescent fixtures. Non-code wood paneling has been installed to partition the classroom areas. The school board plans to remove these and install fire resistive-type partitions. Former covered play area has been converted into two classrooms. A re-roofing of the entire building is planned to be completed later in 1988. The building is electrically heated and air-conditioned. Kitchen is also air conditioned.

NORTH DRIVE (continued)

Site Evaluation

A well-landscaped and large site located in a quiet residential area. Paved parking and driveways. Contains the administration and maintenance building.

Educational Evaluations

North Drive Elementary School is a modern facility suitable for long range use. The facility contains adequate regular classrooms and a variety of specialized instructional areas essential for implementation of the Basic Education Program. Based on a 22:1 student classroom ratio, the school has the capacity to accommodate 814 students. With a current membership of 788 pupils, it is utilized at a rate of 96.8 percent. Originally constructed based on the open space concept, North Drive has undergone extensive internal renovation with the erection of walls to form traditional teaching stations. Regular teaching stations are adequate for both kindergarten and first grade students. All instructional spaces allow for immediate access to restrooms and wet areas. Restrooms for kindergarten classroom are located within kindergarten pods and sinks are in most classrooms.

North Drive is equipped with a multitude of specialized instructional and support spaces. The media center, indoor play area and cafeteria (multipurpose) are adequate.

The art room, which is equipped with necessary storage and wet areas is adequate. The music room is inadequate in size.

North Drive is equipped with a very attractive and functional administrative area. Conference rooms and workrooms are located throughout the facility. Internal storage is available to meet the needs of the staff, but outside storage is limited.

(See chart B-VI "Basic Education Program Spaces for North Drive Elementary School")

Chart B-VI

BASIC EDUCATION PROGRAM SPACES
GOLDSBORO CITY SCHOOLS DECEMBER 1988

School North Drive Elementary Grades K-1 Capacity 814

Instructional Area	Recommended Square Footage	School Square Footage (Basic)	Difference (In Sq. Ft.)	Percent Adequate	Options Available
Kindergarten Classrooms	1,200	1,116	-84	93	
1-3 Grade Classrooms	1,000-1,200	1,127	+127	113	
4-6 Grade Classrooms	850-1,000	N/A	--	--	
Computer Area	850-1,000	290	-560	34	
Reading/Math Labs	450	231	-219	51	
Exceptional Childrens Area	450-1,200	521	+71	116	Resource
Project Room	1,000-1,400	1,368	+368	137	
Music Room	850-1,000	474	-376	56	
Media Center	3,256	3,584	+328	110	
Indoor Play Area*	3,600	2,000 plus	-1,600	56	
Guidance Area	450	158	-292	35	
Healthroom	200	289	+89	145	
Receptionist Area	400	144	-256	36	
Principal's Office	200	236	+36	118	
Cafeteria*	2,768	3,022	+254	109	

*Expandable space, part of the multi-purpose area.

Chart compares program spaces available in each school to modern facility recommendations.

SCHOOL STREET

General Information

- o SDPI School Number - 962-328
- o DSP Property Number - 962-3480
- o Size of Site - 13 2/3 acres
- o Grades Housed - 4
- o Membership (First Month ADM, 1988-89) - 329
- o Capacity - 374
- o Total Classroom Teachers (1988-89) - 22
- o Water Supply System - Municipal
- o Sewage Disposal System - Municipal
- o Mobile Units - 2

Building Number	Year Constructed	Type and Use of Building	No. of Teaching Stations	Building Category	Handicap Category
01	1953/62/66	Classrooms/Media Center/Gymtorium/ Cafeteria/Offices	17	III	A
		Total	17		

Architectural/Engineering Evaluation

Building Number 01 - Single-story structure. Fire-resistive construction with concrete block, brick veneer, concrete beams and concrete "spandeck" ceilings and concrete floor. Resilient tile floor in most areas except for carpeting in the media center. The gymnasium has Tectum deck roof ceiling assembly. The cafeteria contains acoustical tile formboard ceiling. Lay-in ceilings in most areas with fluorescent lighting fixtures. Skylights in some areas. School storage now utilized as a computer lab. The building is air-conditioned and has an oil-fired boiler which provides circulating hot water heat. Plans are tentative to add additional classrooms and an enlargement of the cafeteria. The large open classroom areas have been partitioned with non-code wood paneling. The boiler room was utilized for storage of flammable materials and grass cutting equipment.

SCHOOL STREET (continued)

Site Evaluation

Very attractive and well-landscaped site. Additional acreage purchased recently to provide sufficient play areas. Two wood-frame storage buildings are located close to the school building but should be located at least 30 feet away from the school facility. Good paved parking areas and paved drives. Additional acreage has enhanced the site.

Educational Evaluations

School Street Elementary School is a well maintained facility that should "with some renovations and/or additions" continue to play a vital role in the educational program of Goldsboro City for many years into the future. The school contains 17 permanent classrooms with a Category III rating, which means that they have a life expectancy of 15 plus years. Additional instructional space has been provided at the school by temporarily converting the guidance area into classroom space to accommodate the exceptional childrens program.

Based on a ratio of assigning 22 students per permanent teaching station, the school has the capacity accommodate to 374 pupils. With a current membership of 329, it is utilized at a rate 87.9 percent. The current ratio of pupils per permanent teaching station is 19:1 and the pupil teacher ratio is 15:1.

School Street is fully accessible to physically handicapped individuals, but lacks the specialized instructional spaces needed for the cultural arts. Regular classrooms are more than adequate to accommodate the current group of students assigned to the school. The media center and cafeteria are adequate. The gymtorium is inadequate. With outside entries, both the cafeteria and gym are accessible beyond regular school operating hours. The school is equipped with adequate restrooms, teacher work space and a health room. All regular classrooms contain sinks.

An administrative conference room is not available in the school and storage space is limited.

("See chart B-IV "Basic Education Program Spaces for School Street Elementary School")

Chart B-IV

BASIC EDUCATION PROGRAM SPACES
GOLDSBORO CITY SCHOOLS DECEMBER 1988

School School Street Grades 4 Capacity 374

Instructional Area	Recommended Square Footage	School Square Footage (Basic)	Difference (In Sq. Ft.)	Percent Adequate	Options Available
Kindergarten Classrooms	1,200	None	--	--	
1-3 Grade Classrooms	1,000-1,200	None	--	--	
4-6 Grade Classrooms	850-1,000	873	+23	103	
Computer Area	850-1,000	603	-247	71	
Reading/Math Labs	450	796	+346	177	
Exceptional Childrens Area	450-1,200	710	-260	158	
Project Room	1,000-1,400	None	1,000	--	
Music Room	850-1,000	None	850	--	
Media Center	1,600	2,289	-689	143	
Indoor Play Area	3,600	2,522	-1,078	70	
Guidance Area	450	None	450	--	
Healthroom	200	219	+19	110	
Receptionist Area	400	188	-212	47	
Principal's Office	200	282	+82	141	
Cafeteria	1,309	2,584	1,275	197	

Chart compares program spaces available in each school to modern facility recommendations.

GOLDSBORO HIGH SCHOOL

General Information

- o SDPI School Number - 962-320
- o DSP Property Number - 962-3477
- o Size of Site - Approximately 13 1/3 acres
- o Grades Housed - 9-12
- o Membership (First Month ADM, 1988-89) - 1,222
- o Capacity - 1,440
- o Total Classroom Teachers (1988-89) - 99
- o Water Supply System - Municipal
- o Sewage Disposal System - Municipal
- o Mobile Units - 3

Building Number	Year Constructed	Type and Use of Building	No. of Teaching Stations	Building Category	Handicap Category
01	1927/37/50/57/63/65/80	Classroom/Media/Administration/Auditorium/Gym	43	III	B
02	1968	Classroom	19	II	B
03	1969	Cafeteria	-	II	A
04	1972	Shops	3	I	A
05	1984	Shops/ROTC Rifle Range	3	I	A
06	1986	Music/Band/Fieldhouse	4	I	A
		Total	72		

GOLDSBORO HIGH (Continued)

Architectural/Engineering Evaluation

Building Number 01 - A two-story structure. Generally, non-combustible construction of masonry walls, brick veneer exterior, concrete floors and plaster ceilings. Most floors are wood covered over the concrete in the classrooms with terrazzo in the corridors. Carpeting in the media center. An open stairwell connects the two levels in the media center. Smoke doors should be placed at the entrance into the upper level of these open stairwells. The media center is more than 100% adequate in size based on enrollment and capacity. The science and vocational wings have vinyl tile floors. Science classrooms are small, need better ventilation and do not have and emergency shower, but do have the emergency eye wash. All classrooms are air-conditioned with through-the-wall units except for the science shop area which has heat pumps for heating and air-conditioning of that section. Lay-in ceilings in the science wings. Fluorescent lighting fixtures in most areas. Many of the former windows have been replaced with the Kalwall translucent windows. Gymnasium has a wood deck supported by steel, fixed concrete bleachers, wood floor and mercury vapor lighting. Auditorium has carpeted aisles, 1,200 fixed wood folding bottom seats. Wood stage and incandescent lighting fixtures. An oil-fired boiler provides steam heat to all areas except for the shop science building which is electrically heated.

Building Number 02 - Two-story structure. Non-combustible construction with concrete block, brick veneer, concrete floors and lay-in ceilings. Vinyl tile in the classrooms with terrazzo in the corridors and ceramic tile in the restrooms. Fluorescent lighting fixtures throughout. Electric resistant heat and central air-conditioning through air-handling units.

Building Number 03 - A single-story structure of non-combustible construction. Masonry exterior walls with combustible non-code wood paneling on the interior walls. Carpeted dining area floor with quarry tile in the kitchen. The carpeting in the dining room is in poor condition and needs to be replaced. Well equipped kitchen. The cafeteria is approximately 93% adequate based on the present enrollment or 80% adequate based on capacity. The building is heated and cooled with electric heat pumps. The soffit is sagging in several areas.

Building Number 04 - Single-story structure. Non-combustible construction with concrete block, brick veneer, concrete slab floors, metal deck/roof ceiling assemblies supported by steel bar joints. Skylights augment the fluorescent lighting. Building contains the carpentry shop, masonry and printing. Electric resistance heating with air-conditioning.

Building Number 05 - A single-story structure. Non-combustible construction with concrete block, brick veneer, concrete slab, metal deck roof/ceilings supported by steel bar joists with lay-in ceilings in classroom areas. The building contains the shop, classrooms and ROTC rifle range.

GOLDSBORO HIGH (Continued)

Rifle range is well-ventilated to exhaust the fumes from firing the weapons. Vinyl tile in the corridor and classrooms. Lay-in ceilings in the classrooms and fluorescent lighting fixtures throughout. Building is heated by electric resistance furnaces in the shop and has electric heat pump for heating and cooling in the remaining portions of the building.

Building Number 06 - Single-story structure. Non-combustible construction with concrete block, brick veneer, concrete slab floor, metal deck/roof deck with bar joists supports. Lay-in ceilings in most areas, terrazzo floor and the corridors. Carpeting in the band and chorus classrooms. Fluorescent lighting fixtures throughout. An oil-fired boiler provides heating. The building is air-conditioned. Well-equipped field house includes suitable showers and lockers for competitive sports arrangements.

Site Evaluation

An inadequate site for a high school. Approximately 30% of the recommended acreage. Plans are to obtain additional acreage between the high school and the junior high. This additional land would be used for parking, athletic fields, and possibly a shared media center and food service facility. Paved sidewalks connect most of the buildings. Covered walks connect the cafeteria and two-story classroom building with the main classroom building but no covered walks connect buildings 4, 5, and 6 with the remaining buildings. Football field contains approximately two hundred 1,500 watt incandescent lighting fixtures. Recommend the installation of metal halide lighting fixtures when these existing incandescent fixtures need replacement. Approximately forty-eight 1,500 metal halide lighting fixtures will provide a higher level of illumination than the existing incandescent lighting level. The site is very low and flat and future problems with drainage may be eliminated with the planned storm drainage system. Paved parking and drives are inadequate.

Educational Evaluations

Goldsboro High School is an impressive structure that has been well maintained throughout its history. The school is composed of 72 teaching stations all of which have substantial life expectancy.

Based on a formula assigning an average of 20 students per teaching station, the school has the long-range capacity to accommodate 1,440 students. The current membership is 1,222 pupils, which means that the school is utilized at a rate of 84.8 percent. The current pupil-teaching station ratio is 17:1 and the pupil teacher ratio is 13:1.

Sixty-two classrooms in the 1927 and 1968 buildings are partially accessible to physically handicapped individuals. All other classrooms are fully accessible. Specialized instructional areas

GOLDSBORO HIGH (Continued)

are available for all aspects of the cultural arts program except dance. The stage in the auditorium has been adapted for drama instruction.

Regular classrooms are slightly smaller than is recommended by modern facility standards. Business and home economics laboratories, in addition to the masonry shop, are smaller than is recommended for the efficient operation of these programs.

Administrative areas, guidance office space, storage space, and teacher work spaces are inadequate. The school lacks an administrative conference room, health room and reception area.

The main reading area in the media center is inadequate, containing 50 percent of the space needed. Two satellite areas on the second floor have been converted for media extension. The cafeteria is 80 percent adequate and the gymnasium is more than adequate.

(See chart B-1 "Basic Education Program Spaces for Goldsboro High School")

Chart B-I

BASIC EDUCATION PROGRAM SPACES
GOLDSBORO CITY SCHOOLS DECEMBER 1988

School Goldsboro High School Grades 9-12 Capacity 1,440

Instructional Area	Recommended Square Footage	School Square Footage (Basic)	Difference (In Sq. Ft.)	Percent Adequate	Options Available
Regular Classrooms	750-850	719	-31	95	
Science Labs	1,200-1,500	940	-260	78	
Computer Lab	850-1,000	653	-197	77	
Choral Room	1,000-1,200	1,267	+267	127	
Band Room	1,600-1,800	1,598	-2	99.8	
Reading/Math Labs	450	453	+3	101	
Exceptional Children Area	450-1,200	None	N/A	N/A	
Art Room	1,200-1,500	1,591	+391	+133	
Dance Area	1,800-2,000	None	N/A	--	
Dramatics Area	1,800-2,000	1,176	-624	65.3	Stage in Auditorium
Typing Rooms	1,200-1,400	835	-365	70	
Home Economics Labs	1,400-1,600	900	-500	64	
Marketing Education Area	1,000-1,200	1,042	+42	104	
Health Occupations Lab	2,000-2,500	1,000	-1,000	50	
Office Education Lab	1,200-1,400	1,684	+484	140	
Graphics Lab	2,000-2,500	2,407	+407	120	
Carpentry Lab	2,500-3,000	2,416	-84	97	
Masonry Lab	2,000-2,500	1,445	-555	72	
Drafting Lab	1,600-2,000	1,044	-556	65	
Media Center**	5,760	6,712	+952	117	

Chart B-I

BASIC EDUCATION PROGRAM SPACES
GOLDSBORO CITY SCHOOLS DECEMBER 1988

School Goldsboro High School Grades 9-12 Capacity 1,440

Instructional Area	Recommended Square Footage	School Square Footage (Basic)	Difference (In Sq. Ft.)	Percent Adequate	Options Available
Cafeteria	6,048	4,844	-1,204	80	
Gymnasium	6,200	7,530	+1,330	121	
Guidance Area	900	775	-125	86	
Receptionist Area	400	168	-232	42	
Principals Office	200	231	+31	115	
Healthroom	150	None	-150	--	

*This school has 7 regular classrooms (English, Mathematics, Social Studies) with an average size of 1,036 square feet not included in the figure above.
**Includes satellite areas

Chart compares program spaces available in each school to modern facility recommendations.

ADMINISTRATION AND MAINTENANCE

General Information

- o DSP Property Number - 962-3484
- o Size of Site - On site with North Drive Elementary
- o Water Supply System - Municipal
- o Sewage Disposal System - Municipal

Building Number	Year Constructed	Type and Use of Building	No. of Teaching Stations	Building Category	Handicap Category
01	1966	Administration/ Maintenance/ Offices/Storage/ Work Areas	0	I	C
		Total	0		

Architectural/Engineering Evaluation

Building 01 - A partial two-story structure of mixed construction. The office section is fire-resistive of concrete block, stone exterior, concrete floors and concrete ceilings. The offices have carpeted floors with vinyl tile in the corridors. Incandescent lighting fixtures in the corridors with fluorescent lighting fixtures in the office areas. Lay-in ceilings in the office areas. Interior stairwells are lined with brick. An oil-fired boiler provides circulating hot water for heating and a chilled water system provides air-conditioning. The maintenance storage shop and supply area is a metal building with structural steel supporting columns and roof girders. Skylights assist the lighting of the open areas. The building contains storage areas and supplies for the maintenance and vehicle maintenance, school food service supplies, including walk-in freezers and a cooler and some work areas. The maintenance staff includes eleven people with the maintenance supervisor and one mechanic for the thirty-two (32) vehicles maintained by the Goldsboro City Schools System. This area support the work of the mechanic, carpenter, electrician, plumber, janitorial supervisor, two heating and ventilation workers and three painters.

ADMINISTRATION AND MAINTENANCE (Continued)

Site Evaluation

Shares the site with North Drive Primary School. Contains areas for parking of school buses during the summer months. A large paved area below the maintenance yard. Paved parking and driveways. Sufficient parking available for board meetings which are held in the 520 sq. ft. conference room in the main administration building.

SUMMARY OF SCHOOL FACILITIES FOR GOLDSBORO CITY

SCHOOL NAME	BUILDING NO.	YEAR CONSTRUCTED	DESCRIPTION OF BUILDING	BUILDINGS BY CATEGORIES I	II	III	IV	V	TEACHING STATIONS PERMANENT	MOBILES OR PRE-FAB	IV AND V	OPTIMAL CAPACITY	MEMBERSHIP FINAL ADM, 1987-88	% OVER CAPACITY	% UNDER CAPACITY	% RECOMMENDED SIZE CAFETERIA	LIBRARY	SITE	HANDICAP CODE	INDOOR PLAY AREA
Edgewood (Sp. Ed.)	01	1948	Classrooms/Administration			X			6										A	
		1952	Cafeteria/Classrooms			X			6										A	
	02	1962	Auditorium			X													A	
	03	1974	Classrooms	X					4										A	
TOTAL				1	--	3	--	--	16	--	--	352*	101	--	71.4%	82%	53%	38%		Yes
Dillard Middle (5-6)	01	1956	Classrooms/Media Center/ Administration/Auditorium/ Gymnasium/Cafeteria			X			37	1									B	
	02	1969	Classrooms			X			3										B	
TOTAL				--	--	2	--	--	40	1	--	880	733	--	16.8%	99.7%	63%	93%		Yes
Carver Heights (2-3)	01	1966	Classrooms/Media Center/ Gymnasium/Cafeteria/ Administration		X				36										C	
TOTAL				--	1	--	--	--	36	--	--	792	711	--	10.3%	94%	79%	39%		Yes
Goldsboro Jr. (7-8)	01	1956/63	Classrooms/Media Center/ Shops/Administrative/ Gymtorium/Science Labs		X				29	7	2								C	
		1963	Shop					X	--										B	
TOTAL				--	1	--	--	1	29	7	2*	(A)682/ (B)968	692	1%	--	106%/ 75%	59%/ 41%	70%/ 62%		Yes
North Drive (K-1)	01	1977	Classrooms/Media Center/ Cafeteria/Administrative	X					37	1									A	
TOTAL				1	--	--	--	--	37	1	--	814	788	--	3.2%	106%	110%	100%		Yes
School Street (4)	01		Classrooms/Media Center/ Gymtorium/Cafeteria/ Administration			X			18	2									A	
TOTAL				--	--	1	--	--	18	2	--	374	329	--	12.1%	200%	143%	148%		Yes

Summary of School Facilities for Goldsboro City (continued)

SCHOOL NAME	BUILDING NO.	YEAR CONSTRUCTED	DESCRIPTION OF BUILDING	BUILDINGS BY CATEGORIES					TEACHING STATIONS			OPTIMAL CAPACITY	MEMBERSHIP FINAL ADM, 1987-88	% OVER CAPACITY	% UNDER CAPACITY	% RECOMMENDED SIZE			HANDICAP CODE	INDOOR PLAY AREA
				I	II	III	IV	V	PERMANENT	MOBILES OR PRE-FAB	IV AND V					CAFETERIA	LIBRARY	SITE		
Goldsboro High (9-12)	01	1927/37/50/ 57/63/65/80	Classroom/Media Center/ Auditorium/Gymnasium			X			43	3									B	
	02	1968	Classroom		X				19										B	
	03	1969	Cafeteria		X														A	
	04	1972	Shops	X					3										A	
	05	1984	Shops/ROTC	X					4										A	
	06	1986	Cultural Arts/Field House																A	
TOTAL				3	2	1	--	--	72	3	--	1,440	1,222	--	15.2%	80%	50%*	30%		Yes
		TOTAL -- ALL SCHOOLS		5	4	7	--	1	248	12	--	5,334	4,576	14.3%						

*Based on use as a regular school
(A) = Present capacity and rate of adequacy
(B) = Projected capacity and rate of adequacy

Goldsboro High School - Library Adequacy - Main reading area only

SUMMARY OF FINDINGS

- Currently, the Goldsboro City School System operates seven schools. These include 3 elementary, 1 middle, 1 junior high school, 1 high school and 1 exceptional children center.

- The Goldsboro School System has 106 teaching stations contained in eight buildings that are rated for long-range use; this represents 42 percent of the classroom space available in the school system. In addition, 13 teaching stations will be constructed at the junior high school which will replace facilities that are considered to be of short term use.

- The Goldsboro School System has 141 teaching stations contained in six buildings that are rated for medium range use; this represents 52 percent of classroom space.

- The Goldsboro City School System has 12 teaching stations contained in mobile units. These are rated for short term use.

- Three cafeterias - Goldsboro High School, Goldsboro Junior High School and Carver Heights Elementary School - are inadequate in size to accommodate each of the school's maximum capacity.

- Three media centers - Goldsboro Junior High School, Dillard Middle School and Carver Heights Elementary School - are inadequate in size to accommodate the school's maximum capacity. It should also be noted that the media center at Goldsboro High School though adequate in total square footage is inadequate in design and is difficult to supervise or operate.

- All school sites in the Goldsboro Administrative Unit, with the exception of School Street and North Drive Elementary School, are smaller in size than is recommended.

- The schools in Goldsboro City are experiencing the following rates of utilization: School Street, 87.9 percent; Carver Heights, 89.7 percent; Dillard, 83.2 percent; North Drive, 96.8 percent; Goldsboro High, 84.8 percent; Goldsboro Junior High, 101 percent.

- Three schools in the Goldsboro City School System comply with Section 504 of the Rehabilitation Act of 1973 which provides for use by handicapped persons. These schools are: The Edgewood Community Development Center, School Street and North Drive Elementary. In addition, some buildings located on the Goldsboro High School campus meet this standard.

- All schools in the Goldsboro City School System contain indoor physical education areas.

RECOMMENDATIONS

This section of the report presents recommendations for the consideration of the Board of Education in developing long-range plans for the administrative unit. Of paramount importance to the issue of long range planning is the matter of school system organization. In devising an organizational plan that allows the board of education to deliver and optimal instructional program and simultaneously allows for the efficient utilization of facilities, a number of organizational plans were examined.

The organizational structure currently utilized by the board of education has served the system well for many years and should be continued short range. Nevertheless, this pattern has some inherent deficiencies that impacts on the school system as follows:

- o Requires that students change schools every two years.
- o Requires extensive transportation of students throughout the system.
- o Does not allow for long term sequencial planning of educational programs within individual schools.
- o Does not allow for sufficient control over the number of students assigned to each school. The underutilization or overutilization of facilities are possible, depending on the number of students who happen to be enrolled at various grade levels during specific years.

Before presenting what appears to be a sound recommendation for the school system, several other organizational patterns were explored and are presented below:

Plan A

Three K-5 Elementary Schools

School Street Elementary

Carver Heights Elementary

North Drive Elementary

Two 6-8 Middle Schools

Dillard Middle School

Goldsboro Junior High School

*9-12 grade high school.

Based on the 1992-93 pupil population projections for grades K-5, each of the affected elementary schools would need to accommodate approximately 700 pupils. Carver Heights and North Drive will readily house this number of students. The board of education would need to provide additional classrooms as well as appropriate support and specialized instructional areas at School Street Elementary.

Also, the 1992-93 pupil population projections show that Goldsboro Junior High School and Dillard Middle School will readily accommodate the 6-8 grade population. Each school would house approximately 500 pupils.

*Current plan of operation

ORGANIZATIONAL CHART

Goldsboro City Schools

Plan A

School	Current Capacity	Additional Capacity Needed	Projected ADM	Organization
School Street	374	326	700	K-5
North Drive	814	--	718	K-5
Carver Heights	788	--	717	K-5
Goldsboro Junior High	968	--	492	6-8
Dillard Middle	880	--	492	6-8

POTENTIAL PLAN OF ORGANIZATION
SHOWING FEEDER SCHOOL INTO EACH MIDDLE SCHOOL AND HIGH SCHOOL
FOR GOLDSBORO CITY

Plan A

ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
North Drive (K-5) School Street (K-5) Carver Heights (K-5)	Goldsboro Junior High (6-8) (Pre School Center) Dillard Middle School (6-8) (Pre School Center)	Goldsboro High School (9-12)

Under this plan of organization, the three elementary schools would feed into the two middle schools as indicated.

North Drive would serve as a feeder school for Goldsboro Junior High and Carver Heights would serve as a feeder school for Dillard. School Street would then by necessity serve as a feeder to both middle schools. This can be successfully accomplished by assigning School Street fifth graders to middle schools using (a) an attendance zone method or (b) a percentage formula. The attendance zone method will have the advantage of remaining fixed over a period of time, whereas, a percentage formula requires adjustments each year. However, this formula could be used to effectively maintain balance in the student population at both middle schools.

Plan B

Three K-4 Grade Elementary Schools

School Street Elementary

Carver Heights Elementary

North Drive Elementary

Two 5-8 Grade Middle Schools

Dillard Middle

Goldsboro Junior High

*9-12 Grade high School

Based on the 1992-93 pupil population projections for the Goldsboro City Schools, this alternative would require elementary schools capable of accommodating appropriately 592 pupils each in grades K-4. The middle school facilities would house approximately 671 pupils each.

*Current plan of organization

ORGANIZATION CHART

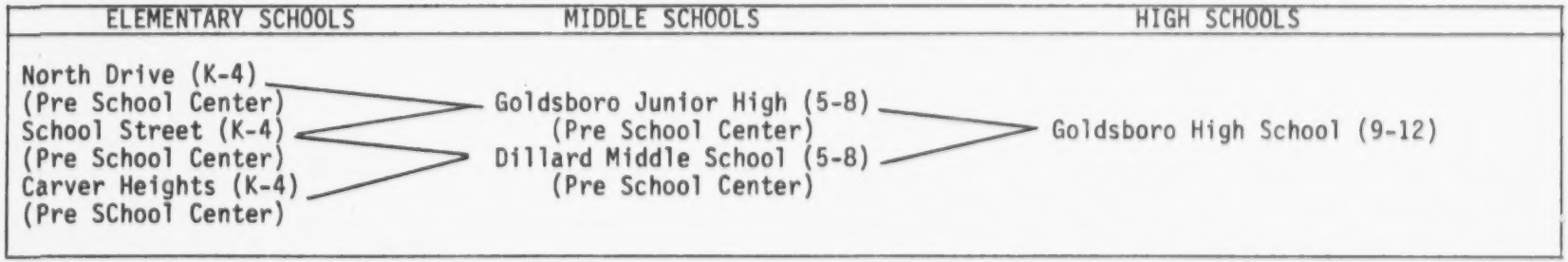
Goldsboro City Schools

Plan B

School	Current Capacity	Additional Capacity Needed	Projected ADM	Organization
School Street	374	218	592	K-4
North Drive	814	--	592	K-4
Carver Heights	788	--	592	K-4
Goldsboro Junior High	968	--	671	5-8
Dillard Middle	880	--	671	5-8

POTENTIAL PLAN OF ORGANIZATION
SHOWING FEEDER SCHOOL INTO EACH MIDDLE SCHOOL AND HIGH SCHOOL
FOR GOLDSBORO CITY

Plan B



This plan of organization is essentially the same as alternative A, with the major differences being (1) fifth graders are assigned to the middle schools as opposed to elementary schools, and (2) all elementary and middle schools are not utilized to capacity resulting in space that can be utilized for some other purpose such as the establishment of pre-school centers.

Plan C

One Pre School - Kindergarten Center

School Street Elementary

Two 1-4 Elementary Schools

North Drive Elementary

Carver Heights Elementary

Two 5-8 Middle Schools

Goldsboro Junior High

Dillard Middle

9-12 Grade High School

ORGANIZATIONAL CHART

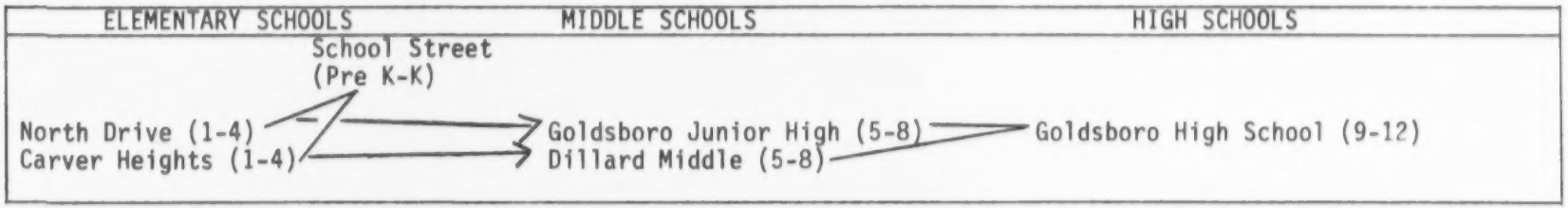
Goldsboro City Schools

Plan C

School	Current Capacity	Additional Capacity Needed	Projected ADM	Organization
School Street	374	378	752	Pre K-K
North Drive	814	--	701	1-4
Carver Heights	788	--	700	1-4
Goldsboro Junior High	968	--	671	5-8
Dillard Middle	880	--	671	5-8

POTENTIAL PLAN OF ORGANIZATION
SHOWING FEEDER SCHOOL INTO EACH MIDDLE SCHOOL AND HIGH SCHOOL
FOR GOLDSBORO CITY

Plan C



This plan of organization would depart to a degree away from the three tier concept. However, it would provide the convenience of housing all pre-school students in a single center as opposed to developing centers at various schools throughout the system. Under this plan, kindergarten students would be accommodated at the center along with 4 year old pre-school students.

Plan D

One Pre-School Center

Edgewood Elementary School

Three K-4 Schools

School Street Elementary

Carver Heights Elementary

North Drive Elementary

Two 5-8 Middle Schools

Dillard Middle School

Goldsboro Junior High School

9-12 Grade High School

ORGANIZATIONAL CHART

Goldsboro City Schools

Plan D

School	Current Capacity	Additional Capacity Needed	Projected ADM	Organization
Edgewood	352	--	352	Pre School
School Street	374	218	592	K-4
North Drive	814	--	592	K-4
Carver Heights	788	--	592	K-4
Goldsboro Junior High	968	--	671	5-8
Dillard Middle	880	--	671	5-8

POTENTIAL PLAN OF ORGANIZATION
SHOWING FEEDER SCHOOL INTO EACH MIDDLE SCHOOL AND HIGH SCHOOL
FOR GOLDSBORO CITY

Plan D

ELEMENTARY SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
Edgewood Elementary School (Preschool Center)		
North Drive (K-4 or K-5)	Goldsboro Junior High (5-8 or 6-8)	
School Street (K-4 or K-5)	Dillard Middle School (5-8 or 6-8)	Goldsboro High School (9-12)
Carver Heights (K-4 or K-5)		

Under this plan, Edgewood would be converted into a pre-school center which would mean that the Community Development Program would need to be relocated to another facility. The advantage of relocating this program is that such a move would afford both boards of education in Wayne County the opportunity to develop facilities that are specifically constructed to accommodate a variety of handicap programs.

In addition, pre-school children could be served in a single center, effectively allowing for their developmental needs.

An analysis of each of the potential organizational plans reveals the following information relative to the advantages, disadvantages, additional facilities needed and estimated cost. It is appropriate to mention that several schools in the system have apparent facilities needs that should be addressed regardless of the organizational structure ultimately employed in the school system. These facility needs will be addressed later in this section.

Plan A

This plan, as with the others that will follow provides for the implementation of a three-tier organizational structure. It facilitates the maximum utilization of elementary schools, while underutilizing the middle schools. The recommended range of elementary schools is between 450-700 students. Using this plan, elementary schools in the system will house an average of 711 students. Elementary schools would be utilized at an average rate of 92.5 percent, which is considered to be efficient utilization of these facilities.

Meanwhile, it is recommended that the number of students housed in middle schools range between 600 and 800. Under this plan, the middle schools will house approximately 492 students each and the facilities would be utilized at an average rate of 53 percent. The middle schools would not be efficiently utilized.

In order to implement this plan, an additional 21,700 square feet of instructional space is required at School Street Elementary. At 60 dollars per square foot, the estimated cost of these facilities to the board of education will be $1,302,000.

Plan B

This plan allows for the implementation of the Basic Education Plan and the Standard Course of Study. The elementary schools can be expected to be utilized at a rate of approximately 81 percent while the middle schools will be utilized at a rate of approximately 76 percent. The size of the student body at each of the elementary schools will be approximately 86 percent of the maximum size recommended for elementary schools. The student

bodies at the two middle schools will average approximately 84 percent of the maximum recommended for these schools. This plan will require an additional 17,700 square feet of instructional space at School Street Elementary and at an estimated cost of $1,062,000 ($60 per square foot x 17,700 sq. ft.). This is a savings of $240,000 over the estimated cost presented in Plan A.

Plan C

This plan has the advantage of allowing the school system to develop a pre-school program for 4 year old children. These students would be housed at School Street Elementary along with all kindergarten students in the system. The plan requires that an additional 24,000 square feet of instructional space be provided at School Street and at an estimated cost of $1,440,000. This cost exceeds that presented in Plan A by $138,000 and Plan B by $378,000.

The use of the plan as presented will result in a utilization rate of 100 percent at School Street, however this would also result in a student body that is 7 percent larger than is recommended for elementary schools. North Drive and Carver Heights would be utilized at an average rate of 88 percent. The number of students assigned to these schools would be 100 percent of the maximum size recommended. The middle schools would be utilized at a rate of 76 percent and the size of each student body would be 84 percent of that which is recommended, the same as in Plan B.

Plan D

This plan is essentially the same as Plan B, with the major exception being that Edgewood Community Development Center is now utilized as a pre-school center. The three elementary schools and two middle schools would maintain student body sizes as presented in Plan B. Using this arrangement, the board of education will realize an extensive amount of flexibility in deciding a program procedure to be utilized for pre-school children. In addition, appropriate long-range facilities could be planned to accommodate students now served at Edgewood. The estimated cost of implementing this plan would be $1,952,940 to provide a facility the size of Edgewood Community Development Center in order that it accomodate the handicapped population. In addition, the $1,062,000 as estimated in Plan B will be needed in order to provide the facilities required at School Street Elementary.

In comparing and contrasting these organizational proposals, it appears that Plan B (K-4, 5-8, 9-12) will allow the board of education to implement a long range organizational plan that is both educationally sound and cost effective. Whereas, the other plans promotes extremes in the number of students housed at the various facilities throughout the system, this plan encourages moderate rates of utilization and student populations.

In addition, by adopting the K-4, 5-8, 9-12 organizational structure, the board of education will make the most efficient use of construction money. These savings, can then be utilized for other construction or renovation projects in the system.

Recommendations

After analyzing the data relative to Goldsboro City's plan of organization, current and projected student membership as well as the condition and utilization of school facilities, the Division of School Planning recommends the following long-range plan to the Goldsboro City Board of Education.

- Plan to adopt long-range an organizational structure consisting of three K-4 grade elementary schools, two 5-8 grade middle schools and continue to house grades 9-12 at the high school. Use School Street, North Drive and Carver Heights to house all K-4 students and Goldsboro Junior High and Dillard Middle School to house all 5-8 grade students.

- At School Street Elementary, add 12 additional regular teaching stations. These should be used to accommodate the kindergarten and first grade membership. Add two resource rooms to replace the mobile units currently utilized for the Chapter I program. Move the exceptional childrens program out of the area designed as a guidance center and revert this space to its original function. Add one teaching station to accommodate the exceptional childrens program. Add a project room for art and science and a general music room. Move the computer lab out of the book storage room and convert one-fourth of this space into an office for the assistant principal. Claim classroom #16 (middle room) as part of the media center and convert into a computer lab.

- Add an additional restroom at Carver Heights Elementary in order to accommodate female faculty members. Make this facility accessible to handicapped individuals.

- Continue with plans to air condition Dillard Middle School. Expand the media center by claiming room 115. Revert rooms 114 and 116 to career exploration labs. Convert one regular classroom into a computer lab and another into a teacher reproduction area. Develop the space currently used as a duplication room into an administrative conference room. Refurbish the 1969 building and expand the art room and the music room. Relocate the in-school suspension program elsewhere. Install a covered walk in connecting this facility to the main building. Renovate the gymnasium. Make the building accessible to handicapped persons. Continue with plans to renovate the former vocational building.

- At Goldsboro Junior High School, continue with plans to replace the teaching stations located in mobile units and in the Category V building with permanent facilities. Construct a new media center. Convert the present library into a dance and drama studio.

- Continue to house students in grades 9-12 at Goldsboro High School. Enlarge the media center as needed. Develop the satellite areas of the current media center (located on the second floor) into a guidance complex and teacher workroom. Expand the administrative complex by claiming the area now utilized for guidance. Improve the entry to the administrative complex and develop the present administrative receptionist and secretarial spaces into a conference room. Develop room 118 into a teacher workroom. Continue with plans to relocate the football stadium on the site between Lionel Street and Herman Street. Expand the cafeteria in order to be able to effectively seat one-third of the membership simultaneously. Make the facility accessible to handicapped individuals. Continue with plans to expand the site as acreage is available. Improve ventilation and install emergency showers in the science labs.

- At Edgewood Community Development Center, continue with plans to add 4 additional classrooms. Relocate the severe and profound program in the new addition. Also, utilize the new addition to accommodate therapeutic services; physical, recreational and occupational. Develop one half of room 106 into a large group conference room and the other half into a resource center for testing and volunteers etc. Refurbish the auditorium and utilized as an activity area; indoor play, assemblies, etc.

PROPOSED LONG-RANGE PLANS FOR GOLDSBORO CITY SCHOOLS

SCHOOL	ORGANIZATION NOW	ORGANIZATION PROPOSED	MEMBERSHIP NOW*	MEMBERSHIP AFTER REORGANIZATION 1992-93**	MEMBERSHIP AFTER REORGANIZATION 1997-98**	PRESENT CAPACITY	BUILDINGS TO BE PHASED OUT	ADDITIONAL FACILITIES NEEDED	REVISED CAPACITY
North Drive	K-1	K-4	788	593	N/A	814	None	None	814
Carver Heights	2-3	K-4	711	593	N/A	792	None	1 Restroom	792
School Street	4	K-4	329	593	N/A	374	None	6 kindergarten classrooms, 6 first grade classrooms, 1 exceptional children's classroom, 2 resource rooms, 1 project room, 1 music room. Develop from existing space a computer lab and an office for the assistant principal.	638
Dillard	5-6	5-8	733	676	653	880	None	Expand the media center by claiming room 115. Develop rooms 114 and 116 in career exploration labs. Convert one regular classroom into a computer lab. Convert one regular classroom in a teacher reproduction area. Renovate the 1969 building into two classrooms. Provide an administrative conference room. Renovate the gymnasium. connect the 1969 building and the main building with a covered walkway.	836
Goldsboro Junior High	7-8	5-8	692	676	653	682	Art and Music Building	An additional Building containing 13 teaching stations is currently in the planning stage. Add a new media center on the ground level. Convert the current media center into a drama and dance studio.	968

*First month average daily membership, 1987-88.
**Projected memberships.

Proposed Long-Range Plans for Goldsboro City Schools (continued)

SCHOOL	ORGANIZATION NOW	ORGANIZATION PROPOSED	MEMBERSHIP NOW*	MEMBERSHIP AFTER REORGANIZATION 1992-93**	MEMBERSHIP AFTER REORGANIZATION 1997-98**	PRESENT CAPACITY	BUILDINGS TO BE PHASED OUT	ADDITIONAL FACILITIES NEEDED	REVISED CAPACITY
Goldsboro High School	9-12	9-12	1,222	1,215	1,144	1,440	None	Expand the current media center. Refurbish the upper section of the present media and convert into a guidance suite, healthroom, SIMS center, teacher workroom. Develop the present administrative and guidance areas into an administrative complex and convert room 118 into a teacher workroom. Expand the cafeteria.	1,420
Edgewood Community Development Center	Spec.	Spec.	101	N/A	N/A	352 (Regular School)	None	Add three therapeutic service areas and a classroom to accommodate the severe and profound program. Provide an administrative conference room and an area for testing, volunteers, etc. (Resource Center). Refurbish the auditorium and utilize as an indoor activity center. (Assemblies, Indoor Play, etc.)	440 (Regular School)

*First month average daily membership, 1987-88.
**Projected memberships.

OTHER RECOMMENDATIONS

- Continue to expand school sites as appropriate acreage is available.
- Continue with plans to relocate the outdoor athletic facilities on the Goldsboro High School campus to the site between Lionel and Herman Streets.
- Develop an energy management plan for the system.
- Develop educational specifications for all major construction projects.
- Develop a plan for keeping the systems property accounting records current.
- Provide for handicapped accessibility to all buildings in the school system.
- Plan long range to accommodate a pre-school program for 4 year olds.
- As appropriate, place smoke doors at the entrance to open stairwells in the various schools throughout the system.

SUMMARY OF RECOMMENDATIONS

SUMMARY OF RECOMMENDATIONS

The following represents a summarization of the recommendations contained in this report.

- Plan long-range to adopt a K-4, 5-8, 9-12 organizational pattern for the Goldsboro City School System.
- Add 12 additional classrooms and specialized instructional areas at School Street Elementary School as noted.
- Add an additional restroom at Carver Heights Elementary School.
- Air Condition Dillard Middle School, enlarge the Media Center, expand and renovate other instructional or support areas as noted.
- Continue with plans to replace temporary classrooms with permanent facilities on the Goldsboro Junior High School campus and construct a new Media Center.
- Expand the Media Center on the Goldsboro High School Campus and make other improvements as noted.
- Add 4 additional instructional areas at Edgewood Community Development Center.

DIVISION OF SCHOOL PLANNING PUBLICATIONS

QUANTITY

_____ Facilities for Early Childhood Education (March, 1970)

_____ Facilities for Occupational Education: Grades 7-12 (September, 1974)

_____ Final Inspection of Public School Construction Projects (August, 1987)

_____ Identification of Potential Structural Problems in Existing School Facilities (March, 1986)

_____ Issuing School Bonds (1981)

_____ Manual for Merger (March, 1987)

_____ Minimum Check List for Mechanical and Electrical Plans and Specifications (October, 1975, Includes a Supplement Prepared in November, 1982)

_____ North Carolina Public School Facility Standards (June, 1988)

_____ Planning and Constructing a New School

_____ Planning for Built-Up Roofing (May, 1974)

_____ Planning for Education: People and Processes (March, 1973)

_____ Procedures for Preparations, Review and Approval of School Building Plans and for Inspection of Building Projects (September, 1988)

_____ Property Accounting for North Carolina Schools (February, 1988)

_____ Pupil Population Projections (Fall, 1980)

_____ Review and Approval of Small Public School Construction Projects (Revised August, 1988)

_____ School Closing Procedure (November, 1987)

_____ School Finance, 1985-86

_____ The School Site - Land for Learning (Revised April, 1988)

_____ New Schools for North Carolina (Revised August, 1988)

_____ Schools of Interest 6 (March, 1986)

_____ Selected Laws that Relate to the Construction and Repair of Public School Buildings in North Carolina (Revised August, 1988)

_____ Services of the Division of School Planning

_____ Special Chartered School Districts of North Carolina (March, 1987)

TECHNICAL SERIES

_____ Moisture Protection (August, 1971)

_____ Conversion of 440-Yard Running Track to 400-Meters (May, 1979)

_____ Lighting for School Facilities Using High Intensity Discharge Fixtures (March, 1983)

DESIGN IDEAS

_____ Special Facilities for Trainable Mentally Handicapped Students (February, 1982)

_____ Planning a Fieldhouse (July, 1987)

_____ Window Walls (July, 1988)

_____ Ceiling Heights (July, 1987)

_____ Teacher Office/Work Spaces (October, 1988)

RETURN TO: The Division of School Planning, N. C. Department of Public Instruction, 217 West Jones Street, Education Annex I, Raleigh, NC 27603-1712

_____

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ADMINISTRATIVE UNIT/FIRM/ORGANIZATION

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